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ABSTRACT

The curriculum guide is the result of a research and development project called CASES--Career Awareness for Secondary and Elementary Students. The guide is in two volumes. Volume 1 is intended for the K-6 level. Volume 2 (CE 000 982) is for grades 7-9. The first volume is divided into six sections. Section one is an introduction to career education: what it is, its characteristics, goals, and outcomes, and its clusters and models. The second section concerns guidance at the elementary level: the role of the counselor, appropriate goals, identification of interests, abilities, behavior characteristics, and related topics. The third, and main, section is separated into seven subdivisions. Each subdivision is devoted to one of the seven grade levels included in the volume's scope, K-6. Each grade level is introduced with a statement of career education focus for that level. Concepts, teacher objectives, behavioral objectives, activities, references and materials, and a bibliography also constitute part of each subdivision. Section four is a puppetry handbook; section five, a field trip guide; and section six is a bibliography of reference books, government publications, and curriculum guides. The emphasis of the project at the K-6 level is on self-awareness and career awareness. (AG)

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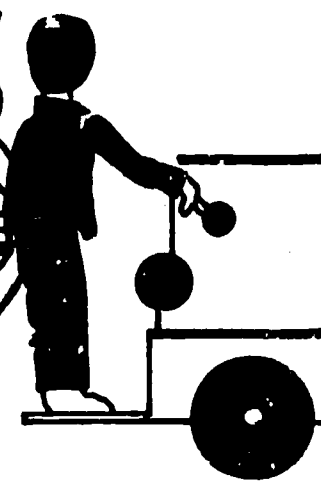
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WORLD OF WORK

- ART
- MATH
- MUSIC
- HEALTH
- ENGLISH
- SOCIAL STUDIES
- READING
- SCIENCE
- SPELLING
- GUIDANCE

CAREER AWARENESS for SECONDARY and ELEMENTARY STUDENTS Volume I K-6



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Career Awareness for Secondary and Elementary Students
Resource Curriculum Guide
Volume I K - 6

Assembled under the direction of
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Assistant Director
Vocational Education

Sioux Falls Independent School District #1
Sioux Falls, South Dakota
July, 1973

PREFACE

This research and development project in Career Education received official approval from the United States Office of Education on February 9, 1972. The grant was awarded to the State Department of Vocational Education, Pierre, South Dakota, and was conducted by the Sioux Falls Independent School District #1, Sioux Falls, South Dakota.

The Sioux Falls Board of Education granted approval to proceed with the project at the regular Board of Education meeting on March 13, 1972. At that time, for the purpose of the Sioux Falls School District, the research and development project was given the title of C.A.S.E.S. (Career Awareness for Secondary and Elementary Students).

TABLE OF CONTENTS

	Page
TITLE PAGE.	i
ADMINISTRATION.	ii
PREFACE.	iii
ACKNOWLEDGMENTS	iv

Section

I. INTRODUCTION TO CAREER EDUCATION	
A. Purpose.	1
B. What is Career Education	1
C. Projected Outcomes	2
D. Characteristics.	3
E. Specific Goals	4
F. Phases of Development.	6
G. Objectives	
1. K-6.	7
2. 7-9.	8
3. 10-12.	9
H. Career Education Clusters.	10
I. Career Education Models.	12
II. ELEMENTARY GUIDANCE	
A. Introduction	13
B. Role of Elementary Counselor	15
C. Development of Self Concept.	17
D. Developing Goals	22
1. Primary	
2. Intermediate	
E. Exploration of Self through Personal Development Programs	29
F. Labeling	30
G. Identification of Interest Areas	31
H. Identification of Behavior Characteristics	32
I. Identification of Abilities.	33
J. Personal Understanding	36
K. Working with Parents	48
L. Filmstrips	50
M. Evaluation by Pre- and Post-Test	54
N. Bibliography	56
III. INTRODUCTION TO CAREER EDUCATION K-6	
A. Kindergarten	59
B. First Grade.	105
C. Second Grade	158
D. Third Grade.	194
E. Fourth Grade	247
F. Fifth Grade.	282
G. Sixth Grade.	309

ACKNOWLEDGMENTS

In April 1973, a district committee representing all grade levels was established for the purpose of revising and updating the K - 6 Career Education Curriculum Guide. The committee met for three two-hour planning sessions and during the summer of 1973, held a three-week workshop. This guide is the result of their efforts.

The Sioux Falls Independent School District is indebted to the following individuals who are responsible for the formulation of this guide:

Mrs. Janet Shelper-----	Elementary Guidance Kindergarten
Mrs. Marilyn Hult-----	First Grade
Mrs. Claryce Lanbertson-----	Second Grade
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Section	Page
IV. PUPPETRY HANDBOOK.	350
V. FIELD TRIP GUIDE	357
VI. BIBLIOGRAPHY	359

INTRODUCTION TO

CAREER

EDUCATION

PURPOSE

The purpose of this project is to outline the scope, goals, and objectives of career education and to assist in the development of a broader understanding of its implications on our educational system.

Administrators of education at all levels are confronted with a major problem: How to develop a comprehensive educational system which will assist all students in developing personal goals in career selection.

Dr. Marland, United States Commissioner of Education, feels that by making career education as the central theme of our educational system it is possible to develop and implement a comprehensive educational program that will reflect a far broader understanding of the purpose of education in today's highly sophisticated, technical change-oriented society. It will prepare all students to function efficiently, make them aware of why they are doing what they are doing and bring relevance to the classroom for many who, with reason, now find it irrelevant.

WHAT IS CAREER EDUCATION

Career education is the development of a lifelong learning process that provides for the broad approach to preparation for citizenship; provides job information and skill development; and also helps individuals develop attitudes about the personal, psychological, social and economic significance of work in our society. It develops and fosters vocational and recreational interests of individuals and helps them prepare for well-rounded living in a world in which leisure time is increasing and greater opportunity for self expression through creative production is available.

PROJECTED OUTCOMES FOR CAREER EDUCATION

Inherent in the career education curriculum would be an organized and systematic procedure that will ensure all students leaving school will have the skill, knowledge, and expertise to exercise three options:

1. Enter the labor force with positive attitudes toward the world of work and command of the functional skills.
2. Be accepted in a post-high school technical training program.
3. Pursue a career in a higher education program which will lead to a four-year baccalaureate degree.

We have a responsibility to provide experiences for those members of our community who desire to maintain, enhance, or establish new "living skills". This can be accomplished only through a highly organized and efficient adult education program.

In addition, provisions must be provided for those youth and adults who have left school so they may be given the opportunity to pursue additional educational or career options through a flexible basic adult and vocational adult educational system that offers unlimited options.

CHARACTERISTICS OF CAREER EDUCATION

- A. Career education helps students to develop a personal plan for life-long learning which will include learning about the world we live in, its people, the social and physical environment; learning about the sciences, arts, and literature we have inherited and are creating; and learning about the way in which the world's people are interacting. Effective career education equips individuals to live their lives as fulfilled human beings.
- B. Career education is organized in a pyramid approach, beginning with self and career awareness in the elementary grades and moving from the general to the more specific orientation to the world of work. In junior high school, students are provided with exploratory experiences. These experiences in turn, provide knowledge and experience to assist decision-making regarding areas of study and more specific preparation which the student will pursue in senior high school, post-secondary, and adult education programs. Intensive guidance and counseling is provided concurrently with classroom instruction and skill development to improve the student's decision-making abilities.
- C. Careers are structured in relation to fields of work or clusters of occupations which are related to each other, such as the industrial cluster, agricultural cluster, or marketing cluster.
- D. Emphasis is placed on using multi-media learning approaches such as films and video-tapes which may be more effective with students having a wide range of learning styles and skills. Types of instructional methods include classroom and laboratory activities, field observation, in-school skill training, work experience, cooperative education, and on-the-job training.
- E. All students leaving high school will be prepared for, and actively assisted in securing placement in either a job in the world of work, a post-secondary vocational-technical education center, or a higher education degree program.
- F. Career education focuses on the needs of the individual, society, economy, and the employer.
- G. Career education provides knowledge and experiences that will enhance employment adaptability in a time of rapid changes due to technological advances and fluctuating economic trends.
- H. Successful operation of a career education program will require active participation from advisory councils, composed of local employers, union representatives, and involved community groups.

SPECIFIC GOALS OF CAREER EDUCATION

- 1) To make educational subject matter more meaningful and relevant to the individual through a process of curricular restructuring and focusing it around a career development theme.
- 2) To provide all persons the guidance, counseling, and instruction needed to develop their self-awareness and self-direction; to expand their occupational awareness and aspirations; and to develop appropriate attitudes about the personal and social significance of work.
- 3) To assure the opportunity for all persons to gain an entry level marketable skill prior to their leaving school.
- 4) To prepare all persons completing secondary school with the knowledges and skills necessary to become employed or to pursue further education.
- 5) To provide services for placing every person in the next step in his development whether it be employment or further education.
- 6) To build into the educational system a greater utilization and coordination of all community resources.
- 7) To increase the educational and occupational options available to all persons through a flexible educational system which facilitates entrance and re-entry either into the world of work or the educational system.

CAREER
EDUCATION

Adult & Continuing
Education

Vocational & Technical
Education

Post High

Academic Programs

Career Specilization

Gr. 11-12

Academic Programs

Career Exploration
in Depth

Gr. 9-10

Academic Programs

Career Orientation
& Experimentation

Gr. 7-8

Academic Programs

Self & Career
Awareness

Gr. K-6

Pre-School

I. Self and Career Awareness

A program to familiarize students with the world of work including the many kinds of work people do and the inter-relationship of such work in producing and using goods and services. Emphasis is placed upon attitudes, values, dignity of work, and the relationship of manipulative activities to the total instructional programs.

II. Career Orientation and Exploration

A program consisting of laboratory instruction (1) to give students first-hand experiences with the kinds and levels of work performed in a broad range of industry and occupations for which special skills are required; (2) to inform them of requirements and qualifications for particular careers; (3) to acquaint them with the significance of changing and evolving technologies; (4) to instill in them an understanding and appreciation for the dignity of work; and (5) to assist them in making informed and meaningful career selections.

III. Career Exploration in Depth

A program designed to provide transitional experiences to bridge the gap between the awareness/orientation focus and specialized in-depth offerings. Experiences will provide students with the opportunity to select and explore an occupational cluster for the purpose of assessing his performance, aptitudes, and interests.

IV. Career Specialization

A program which is designed to prepare individuals for enrollment in advanced or highly skilled post-secondary and technical education programs. Experiences should assist the students in continuing to assess their interests, abilities, limitations, and potentialities with respect to industrial and technical occupations. It should provide them with entry level skills and knowledge from a selected occupation as well as selected occupational cluster or portion of that cluster.

V. Vocational-Technical Education

A program of education organized to prepare the learner for entrance into a particular chosen vocation or to upgrade employed workers; including such divisions as trades and industrial education, technical education, agricultural education, distributive education, and home economics education.

VI. Adult and Continuing Education

A program of laboratory experiences for adults and out-of-school youth who may benefit from broad, basic instruction related to the educational needs of the community.

OBJECTIVES OR
GRADE LEVELS K - 6

The student will:

- A. Develop a sense of personal worth
- B. Develop a more realistic perception of self.
 - Who am I?
 - How do I relate to people?
 - How can I improve myself?
- C. Develop and improve interpersonal relationships.
- D. Develop wholesome attitudes toward all types of work.
- E. Will become familiar with occupations through exploration of the world of work.

OBJECTIVES FOR
GRADE LEVELS 7 - 9

- A. Develop and implement a career centered educational program as an integral component of the curriculum.
- B. Acquaint students with various types of individual differences and promote appreciation of how individual differences affect career decisions while investigating their individual characteristics.
- C. Enable students to use the various sources of occupational resources and classifications and survey those occupations with which they can identify and which are of most interest to them.
- D. Compare the expectations of junior high school with high school and relate courses of study and school activities to career decisions.
- E. Encourage in-depth exploration in one or more occupational clusters which may provide entry level skill and evaluate the results based upon the individual career aspirations of the student.
- F. Provide guidance and counseling services to further assist students in determining their course of study for the high school with the following options: (1) intensive job preparation (2) preparation for post-secondary occupational programs, or (3) preparation for a 4-year college or university program.

OBJECTIVES FOR
GRADE LEVELS 10 - 12

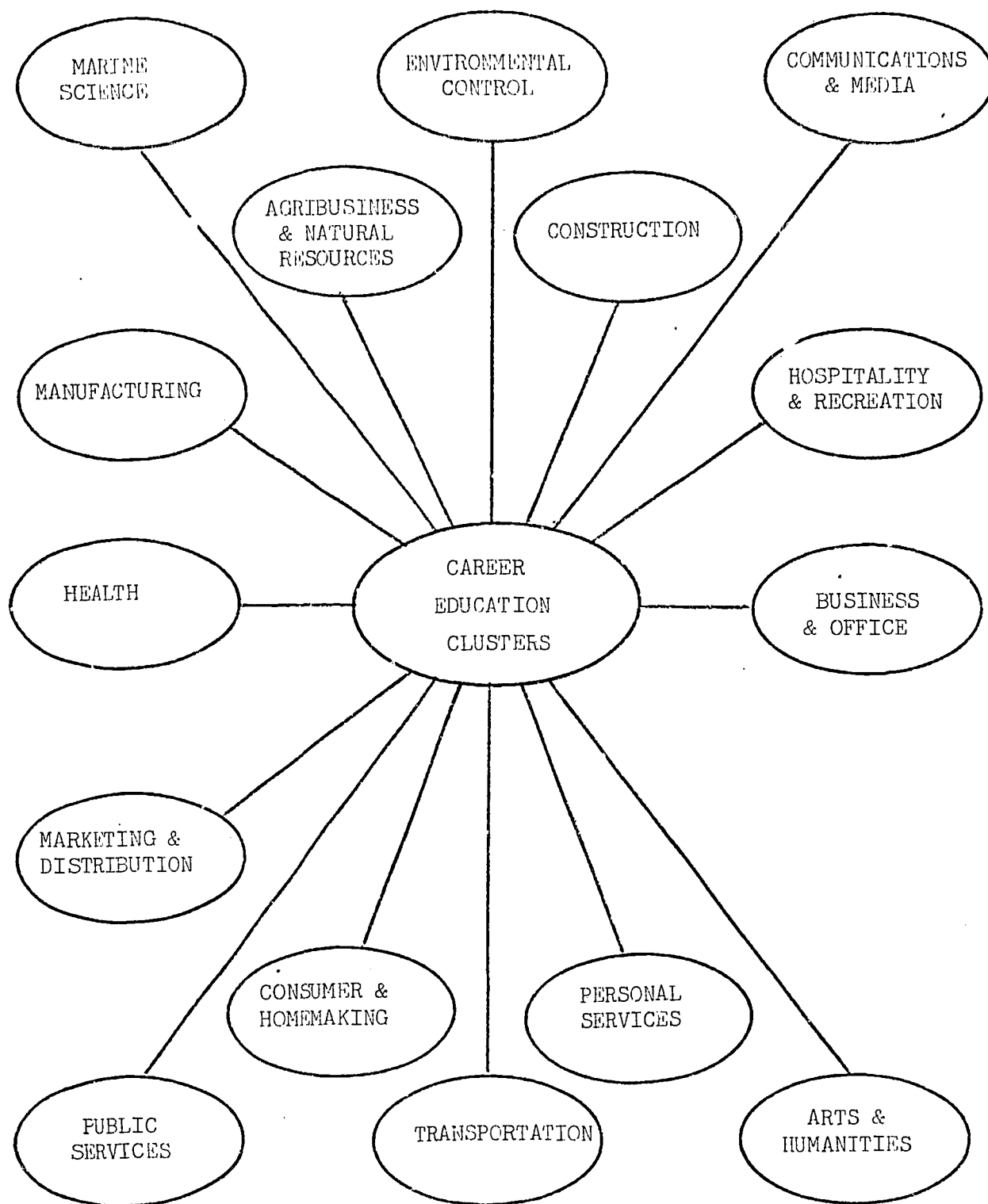
- A. The student will select educational and training programs in terms of his needs, interests, abilities, and values that will assist him in converting career preference into reality.
- B. The student will formulate a personal definition of work.
- C. The student will analyze his vocational choice and the possible careers which he might pursue in terms of his interest, abilities, and chances for success.
- D. The student will analyze the degree to which hobbies and interests affect his present career choice.
- E. The student will demonstrate basic educational and vocational skills which will qualify him for an entry level job or for further education in an occupational area of his choice.

C L U S T E R S

The body of content has been divided into fifteen clusters that encompass the world of work, as described by the United States Office of Education. Each cluster included occupations and their function as they relate to the general economic or societal pursuits and which require similar skills and knowledges.

The clusters include:

- Health
- Construction
- Manufacturing
- Transportation
- Marine Science
- Public Services
- Personal Services
- Arts and Humanities
- Business and Office
- Environmental Control
- Consumer and Homemaking
- Communications and Media
- Hospitality and Recreation
- Marketing and Distribution
- Agri-Business and Natural Resources



CAREER EDUCATION MODELS

The United State Office of Education has given its new Career Education Development Task Force fifteen million dollars for fiscal 1972, plus some funds left over from OE's 1971 budget, for the development of four basic models to undergrid Commissioner Sidney P. Marland's career education concept. The four (called the school-based model, the employer-based model, the home-based model, and the institutional model) will be designed to permit people to shift from one mode to another as their needs change. In short, they take into consideration the fact that people are not students all their lives.

School-Based Model

This affects the entire grade and high school curriculum. At the elementary school level, the child is exposed and learns about a wide range of jobs and their requirements. In junior high, he studies specific occupational clusters, such as Health, Marketing and Distribution, or Public Services. The materials in these clusters are presented through work experiences and observations as well as regular class work. By senior high, the youth is well along toward specialization and acquisition of salable job skills.

Employer-Based Model

A consortium of public and private employers, such as unions, community groups, and public agencies, would join to provide unmotivated students, aged 13 through 18, with what OE calls "significant alternatives" to current schools. These alternatives would combine vocational training, education in academic fundamentals and work experience selected for career development possibilities. Enrollment would be open year-round and youngsters would progress at their own pace.

Home-Based Model

The idea here is to provide learning for young adults (18 through 25) and possible older persons too, who have left formal schooling. They would, presumably, increase their employability using the home as a learning center through modern technology--TV and radio, audio-visual tape cassettes, and printed materials.

Institutional Model

This is sometimes called the rural-residential model. The model's purpose is to develop and implement resident career education programs for unskilled persons living in rural areas. Families would be brought to the training site so that, in the words of an OE source, "Each family member can develop an appropriate career role through employment, study, or home management or a combination of these."

ELEMENTARY GUIDANCE

INTRODUCTION

The Sioux Falls Career Awareness Guide for the elementary area includes the exploration of self through personal development programs and counseling activities, the exploration of the world of work beginning with the home, expanding into the neighborhood, community, state, nation, going beyond the borders of our country as the students relate the world of work to the world community and the exploration of outer space.

The program of self awareness and career awareness is planned to be developmental, offering structured experiences in each classroom with the experiences geared for the maturational level of the student. The structured approach serves as a base for introducing concepts. Within the structure there is opportunity for an individual student to choose an interest area/ areas which the student particularly wishes to explore. Creativity in exploration is to be encouraged.

The self awareness section of the guide is designed to help the child understand what kind of person he is, to find his area of interest, determine his abilities and to identify the values he holds. Enhancement of self-awareness is included at all levels of teaching.

Career awareness in the elementary area does not seek to have a child select a career. Rather, the focus is upon experiences that will help the child to make appropriate decisions in later years. The plan suggests a variety of exposures to the world of work which will help the child make appropriate decisions regarding his role when he reaches a point in life where these decisions become necessary. The program is planned to avoid drifting through childhood without adequate exposures to the working world.

It is planned to develop a respect for the dignity of work. As the child explores the world of work he will become aware of the importance and interdependence of workers.

In a study developed by Richard Nelson (1963) concerning early occupational attitudes he reported that the findings from his study suggested,

"...the occupational elimination process starts early, that occupational attitudes do not await the ninth grade unit on occupations, that fantasy in occupational thinking of younger children comes partly from the questions asked of them and that relatively irreversible and damaging occupational concepts may be internalized because little effort is made to help children develop an early and objective understanding of the world of work."

Through the program prepared by the CASES committee the students will be exposed to early and objective understandings of the world of work. The students will have opportunity to explore the self through the awareness program - discovering strengths, limitations, interests, identifying needs. They will have the opportunity to develop a more positive concept of self, to practice new patterns of behavior for improved interpersonal relations between peers and significant people in their environment. As the individual begins to identify and discover "himself" he will then be able to identify areas of work which may be more in harmony with his interests, needs, and abilities. This does not necessarily limit his choices, rather it gives the opportunity to explore the areas in greater depth. The questions being asked will serve to expand the area of choice - even though it be a fantasy choice at this stage.

ROLE OF THE ELEMENTARY COUNSELOR IN THE CAREER AWARENESS PROJECT

The implementation of a program in the development of career awareness at the elementary level has two definite facets: the understanding of self and the awareness of the personnel in the world of work.

Our project has as a prime objective the development of self-awareness for every child who is included in the program. This objective is being developed within the classroom program under the supervision of the classroom teacher, reinforced by counseling activities with the elementary counselor. Cooperation between teacher and counselor is a planned part of the program. As the units are developed the teachers will incorporate the aid of the guidance counselor for classroom presentations concerning topics that pertain to the values that are being developed within the classroom units. The counselor also serves in the usual role of counselor for individuals and for small groups, helping students to solve problems, develop self-understanding, improve interpersonal relationships, serving as consultant to teachers and parents.

To assist the pupil in becoming aware of his abilities, sociometric data is valuable. The counselor will assist in the collection of this information. The special teachers, such as the physical education, art and music instructors, the nurse, the speech therapist, will also have an opportunity to cooperate in the program and they will be contacted by the counselor and asked to assist in giving information concerning the abilities of the students included in the career awareness program.

Pre-testing and post-testing is a necessary part of the CASES project. This evaluation will be coordinated by the counselor with assistance from the project director.

The counselor will also be available for assisting in making arrangements for field trips associated with the elementary CASES project.

Parent contact is always included in a counseling and guidance program. These contacts will be enlarged to include sharing of plans and expectations concerning the development of the career awareness program.

THE DEVELOPMENT OF SELF-CONCEPT

Self-concept and its development is an integral part of the CASES project here in Sioux Falls. The focus on "self" through the activities of the self-awareness program provides the tools for the development of a positive self-concept. The theorists speak of self-concept as being basic in vocational development; researchers identify the direct relationship that self-concept has to achievement. As educators we are fully aware of the importance of self-concept in the growth of an individual.

Defining self-concept one can say that it is a complex system of attitudes which the individual has developed concerning himself in relation to the external world with which he has psychological contact (Mouly, 1968). Purkey (1967) says that self-concept also includes beliefs and opinions in addition to attitudes. The private inner thoughts, feelings, attitudes and values are included by Barry and Wolfe (1962) also, the experiences, expectations, attitudes, values and opinions derived from other people and their cultures. Bailey (1971) includes three things in a self-concept: the person's own intimate view of himself; his perception of how others view him, and his idea of the person he would like to be - his ideal self. These definitions point to the complexity of the variable we speak of as "self-concept." Attitudes, values, beliefs, opinions, feelings, and inner thoughts which have been incorporated in the total person are accepted as determinants of self-concept as we seek to identify (through our program) each child's view of himself, his perception of how others view him, and his idea of the person he would like to be.

Donald Super (1963) says in his basic propositions that the process of vocational development is essentially that of developing and implementing a

self-concept. He goes on to explain the process by emphasizing the importance of using such questions as:

What sort of person do I think I am?
How do I feel about myself as I think I am?
What sort of person would I like to be?
What are my values and needs?
What are my aptitudes and interests?
What can I do to reconcile my self-ideal with my real self?
What outlets are there for me with my needs, values, interests, and aptitudes?
How can I make use of these outlets?

Other theorists also recognize the importance of early identification of "Who Am I?" Holland (1966) speaks about personality, six distinct types, and how individuals with these personality characteristics relate to the world of work. Tiedeman and O'Hara make a distinction between making a living and making a life in their model of a career selection. One of their three main concepts in the process is that of ego-identity. Basically, ego-identity is a view or an attitude toward self and one's situation in life. Other theorists also include the importance of self in their theories of vocational development.

Research indicates that self-concept is directly related to achievement and behavior (Bodwin, 1959; Brookover, 1964; Lumpkin, 1959; Raph, 1966; Spaulding, 1964). Results of the studies showed a positive correlation between immature self-concept and reading disability; negative self attitudes were related to low academic achievement even when abilities were equal; overachievers had more positive self-concepts, a higher level of adjustment, were viewed more positively by peers and teachers. According to the results of these studies the attitude toward self stands in a causal relationship to academic achievement and behavior.

Self understanding is a powerful determiner in the individual's adjustment to society according to the results of two research studies under

the supervision of Carl Rogers. Bill Kell and Helen McNeil (1965) in two separate but identical studies under the supervision of Carl Rogers found that the best predictor for future adjustment was the individual's ability to face and accept himself and to have a realistic view of himself and reality. The second best evaluator was the satisfactoriness of his social contacts, the adequacy of his social relationships. These stood out as outstanding factors. Rogers points out that the significance of this finding lies in the fact that these elements - the individual's acceptance of himself and of reality, his social adequacy, should be the most subject to natural change or planned alteration. The study suggested that these most potent influences in the individual's behavior could be alterable to some degree without having any change in his physical or social heredity or in his present environment; that the most powerful determinant would appear to lie in the attitudes of the person himself.

Interaction with significant others serves as an effective agent in influencing behavior and the feelings about self. Brookover (1964) and Perkins (1965) found that the interaction with parents, siblings, teachers and peers serves as an agent in the child's perception of self. These people are important to the success or failure of a child. Dr. Glasser (1969) says that practically everyone who identifies himself as being successful has someone who cares for him, someone who loves him. This person who feels successful also has the ability to care for someone else. Dr. Glasser says also that if a person is on the success pathway he believes that what he is doing is worthwhile and he has some confidence that others in the world also believe that what he is doing is worthwhile - generally speaking.

Since it has been established that significant people are important in the development of self perceptions for a child then it seems reasonable

that approaches and activities can be planned to help the individual develop healthier and more positive feelings of self. A teacher's realization of her importance may alter some of the approaches she has been using; she might implement other approaches.

Recognition has been given to the importance of self-understanding, the importance of a positive self-concept. How do we choose to implement this information into our program?

Each student will have the opportunity to identify his real self, his ideal self, and to learn how others see him as the children participate in the self-awareness activities; as they discuss together their likenesses and differences, their preferences; as they identify interests and abilities, strengths and weaknesses; as they seek the results of sociometric evaluation through counseling interviews; as they request and receive peer evaluations in group counseling sessions.

As Dr. Glasser stated at the Annual Meeting of the National Association of Elementary School Principals (1969):

"What's very, very necessary is . . . that we set up our schools so that children can spend a great deal of time evaluating themselves. In the end, this is what counts. It's not what other people say of you that's terribly important; it's your impression of yourself, relative to others and to everything else."

How will the child see himself - as a success or as a failure? If the child should identify himself as a failure then it is important that we recognize his feelings of inadequacy as it is our responsibility to see that the child succeeds while he is in school. It is our responsibility to develop a program that makes it possible for him to succeed. Each child needs to feel that he can do something worthwhile and that his efforts are appreciated by others.

The recognition of the importance of the significant people in the life of an individual will also be utilized. Selection for counseling groups can use the peer model idea so that groups can be heterogeneously formed on sociometric rank - thus providing peer models in every group. Encouragement, praise, reinforcement of positive behavior from the significant adults in the child's environment are very important and will be utilized to promote the positive development of self.

The establishment of an identity - Who am I? How do I relate to others? What are my strengths? How do I feel about myself? - these questions are basic for every age level including adulthood. The questions provide for a realistic evaluation of self. We are encouraged to believe that through the development of self understanding the individual will find areas of successful achievement.

DEVELOPING GOALS

"What are your goals for this day? for this week? for this year?"
"There is something that you are eager to learn - what is it?" "Something is exciting - you want to find out more about it! What is it?"
"You woke-up this morning and maybe you said, 'I wonder what will be new today.'"

Defining a goal, verbalizing a goal, writing a goal - learning becomes alive!

Short term goals - long term goals, children are capable of identifying specific goals. It is part of the decision-making process.

Will the child be able to identify the task, the subject, the specific area which challenges him? Why is he in school? Can the student sort-out, define, explain why he is in school?

Let's give the student the opportunity to find answers to these questions through his own thinking processes. As he formulates goals let's follow through and evaluate progress, let's help him to evaluate his own progress.

Making choices begins early. Parents have the first opportunity to challenge the child to make a choice. Some choices along the development path can be: "Would you rather have orange juice or tomato juice?" "Do you want to wear your sweater or your jacket?" This is the beginning, the child makes choices within limits. The child learns how to select, how to choose. As he matures the choices become more complex; more independence is needed for making choices. Then, one day, the important decision must be made of "What work shall I choose, what direction shall I follow in developing my career?"

First Grade:

The first visit that the counselor makes to the classroom serves as an introduction of counselor/counseling to the children. Sketches, pictures of Charlie Brown and his friends, other captivating pictures can be used for sustaining attention. As each individual child has the opportunity to verbalize a goal the responses can be recorded on the chalkboard or on a chart.

"This is what I want to learn in first grade!" The teacher, an aide or another adult in the room can record statements made by children for later reference. Reinforcement for "thinking of different things" that can be learned in first grade adds excitement as the children develop their own first grade goals. Some of the goals are short term, others are long term. If the teacher is out of the room during the period, then a surprise report can be given by the children when she returns to the room from the story written on the chalkboard or on the chart.

The children should become aware that the counselor feels their responses are very important. The counselor will be talking with them at different times during the year to discover all the exciting things that they have been learning in first grade!

The counselor serves as a reinforcer as the teacher works to help children identify goals. The counselor is one more person who cares, one who is genuinely interested in the progress of the child.

The counselor needs to be alert, keep the interest of the children, use quick little "games" which help children to maintain interest. At the same time these games are devices that develop listening or coordination skills. The first visit of the counselor to the classroom sets the stage for the counseling relationship.

Second Grade, Third Grade:

The approach used in the first visit to the second and third grade classrooms is similar to the approach used in the first grade classrooms with some differences. A prepared list of names can be available for recording the verbal responses of the children. The teacher and the aides in the classroom facilitate this task. The responses given by the children are either posted in the counseling room or are readily available for use throughout the year. Also, if it seems likely that children might echo goals given by others the approach can be changed. Children can whisper something that they wish to accomplish to the aide, teacher or counselor. This approach can also become an exciting adventure as the goals are reported to the group without breaking the confidence of the person who stated the goal.

Fourth, Fifth and Sixth Grades:

A written form serves more than one purpose as the children in the 4th, 5th, and 6th grades identify areas of achievement, interest, and future plans. As the student identifies a goal by writing it on the form, the goal becomes more established in his mind. The written form serves as a ready reference during personal interviews or counseling sessions. It also serves as a more intimate contact between counselor and student if the student wishes to share personal concerns with the counselor.

Hopefully, the classes will not be too large so that within the short time that the counselor has contact with the class, each student can feel that he has been personally recognized, through a smile, through some brief comment as the counselor accepts the completed form from the student.

The introduction given by the counselor is equally important to this grade level as that given in the primary grades. Each student should have

an idea of what to expect from a counselor and from a counseling relationship. Enthusiasm is the key.

End-of-year Evaluation in the Primary Grades:

The evaluation used at the termination of the school year is to be retained for making comparisons of the child's growth the next year. By the end of the first year most first grade children have learned to write and the primary evaluation form gives the first grader an opportunity to demonstrate to the counselor his proficiency in writing. In addition, the form supplies information on: interpersonal relationships, feelings about self, school, and family. It also indicated ability to plan for the future which may range from doing nothing to the formulation of many goals. "Doing nothing" may be as indicative of an individual need as any of the other goals.

Sufficient time should be made available for this evaluation. Children should be encouraged to use their own thoughts. Help may be given for spelling words when requested. Appreciation should be extended to each child for his efforts.

End-of-year Evaluation in the Intermediate Grades:

This form supplies a method of reaching many students within a short period of time. The forms completed by the students at the beginning of the term should be available to the student after he has evaluated his achievement for the year. Thus, he can make his own judgement concerning attainment of goals. The evaluation also serves to give feedback to the counselor on the counseling relationship.

SELF UNDERSTANDING

Decision-making: (Upper Elementary Grades)

GOALS

(name) _____

(date) _____

(grade) _____

This is the beginning of a new year. Each one of us has the opportunity to get a new and fresh beginning in school. There are some activities that we especially enjoy and it seems that we do quite well in these activities. There are other activities that we need to put forth more effort and when we have successes it gives us an especially good feeling.

I do my best work in _____

I like to _____

This year I plan to improve in _____

Something that has happened to me that I would like to tell you about:

SELF UNDERSTANDING

Evaluation: (Upper Elementary Grades)

(name)

(date)

(grade)

At the beginning of the school year you were asked to identify plans for your improvement this year in school. Now, at the end of the year, I would like to know how you feel about yourself and your accomplishments during this year. Please be frank and open, write as you really feel. Thank you.
Your counselor, _____

This year I showed my greatest improvement in _____

Did you choose to participate in group counseling this year? _____

If you were in a group this year would you please write a sentence, or two or three, giving your feelings about these sessions? _____

Did these sessions help you to feel differently about yourself? _____

In what way? _____

Did you feel that the counselor was interested in helping you to become a better person? _____

Would you have liked more appointments with the counselor? _____

Did you feel free to come and see the counselor without a special appointment? _____

A form for End-of-year Evaluation in the Primary Grades

My name is _____

My best subject is _____

My friends are _____

My friends (like - don't like) me.

I am a _____ person.

School is _____

I like _____

My family is _____

This summer I plan to _____

Draw a picture of yourself. You may draw it on the back of this paper.

Thank you,

Mrs. Shelver, counselor

EXPLORATION OF SELF THROUGH PERSONAL DEVELOPMENT PROGRAMS

Classroom teachers have included in the career awareness guide, at the elementary level, a definite program for the exploration of self. Each teacher has included specific materials and adapted other materials to meet the needs of her students. The projected plans include the following materials:

Focus on Self-Development - Science Research Associates, 1970

- Stage One - Awareness
- Stage Two - Responding

Developing Understanding of Self - DUSO, Dinkmeyer

American Guidance Service, 1970.

Dimensions of Personality - Walter J. Limbacher

- Kit - "Now I'm Ready" - First Grade
- Kit - "I Can Do It" - Second Grade
- Kit - "What About Me?" - Third Grade
- Here I Am - Fourth Grade
- I'm Not Alone - Fifth Grade
- Becoming Myself - Sixth Grade

Teacher developed units on Self-Awareness

Health Textbooks. Units on development of self-concept and inter-personal relationships will be utilized at all grade levels.

In addition, the counselor will serve as an additional source for materials that relate to the development of self along with the counseling and guidance services.

LABELING

Caution must be used in the application of labels to the different types of behavior, abilities or disabilities of children. In observing and identifying the different characteristics of children the tags or identifying names that are given to them can be retained for years and these labels can be harmful. The use of designations is helpful only if a child can find them useful in building a better self.

Labels can be misleading; labels can also influence a teacher's attitude toward a child. It becomes necessary to look at a child in terms of the behavior characteristic he displays - not just negative behavior but also positive behavior. It is important that a child's strengths be identified as well as his weaknesses.

Research indicates that encouragement and positive reinforcement of acceptable behavior fosters acceptable behavior and also fosters improved achievement; that positive self-concepts are related to achievement and positive behavior, according to: Bodwin (1959), Brookover (1964), Hawk (1967), Lumpkin (1959), Purkey (1967), Raph (1966), Rosenberg (1962), Spaulding (1964). As the student's strengths and his special abilities are noted the individual feels worthwhile, and he is ready to repeat the same behavior in order to receive the reward of approval. Positive patterns of behavior are thus being strengthened.

It is important that the identification of a child's behavior characteristics be used for the purpose of helping the child.

IDENTIFICATION OF INTEREST AREAS

The Science Research Associates Interest Inventory, "What I Like To Do," Grades 4-7, has been included in the guide for students to use in determining their special areas of interest. Each student will complete and score his own form. A comparison between early interests and the way in which he sees himself later in the year can be made.

The categories of Art, Music, Social Studies, and Science (sub-tests A, B, C, and H) can be used as pre- and post evaluative instruments.

IDENTIFICATION OF BEHAVIOR CHARACTERISTICS OF CHILDREN

Identification of behavior characteristics of children in the elementary school can be facilitated by: teacher observation, student identification through sociometric devices.

A counselor can assist a teacher by supplying sociometric devices for her to use in the classroom or the counselor can also come into the classroom and administer the test. As observations are collected, the information can be tabulated so that it can become a useful tool in helping the student to evaluate himself and in helping the teacher to understand the student. The student should have the opportunity to evaluate himself in an individual conference with the counselor. It is important that every child have his strengths, his special abilities, established both for his information and for the information of the significant people with whom he relates. The knowledge that he has special areas of strength serves as a cushion to the student helping him to accept his lesser abilities (whether we call them limitations or weaknesses). A realistic picture of self gives the student the opportunity to say, "I think that I should work to improve myself in _____. " Also, "These are some approaches that I can use in trying to make a better me."

The children who are included in the career awareness program at the elementary level will be identified in the following areas:

- intellectual ability
- scientific ability
- leadership ability
- artistic ability
- writing talent
- dramatic talent
- musical talent
- dancing talent

- mechanical skills
- physical skills
- social behavior
- slow learners
- speech handicaps
- hearing handicaps
- visual handicaps
- crippling handicaps
- special health problems

IDENTIFICATION OF ABILITIES

If a student is to realistically evaluate "self" with the purpose of gaining an understanding of himself, his unique capabilities and liabilities, he will need some assistance. The tools that he will have for this self-assessment of abilities will be the evaluations given to him by his teachers in daily class work as well as through reporting through conference and report cards, the scores from Iowa Test of Basic Skills for grades three through six, sociometric data collected from peers, and self-evaluation.

Some classrooms arrange to have the students graph their own profiles for the ITBS scores. Another arrangement that can be effective is for individual conferences between student and counselor. The counselor interprets the area of highest achievement and the weakest area of achievement. These conferences serve as encouragement to the counselee for establishing specific goals for improvement. Interpreting the highest score and the lowest score to the student helps the low achiever to realize that he does have special areas in which he is more successful than others, thus reducing the possibility of the student labeling himself as a failure. It seems that the low achiever can handle his limitations better when he faces them in this manner. The high achiever can usually handle additional information about his test scores which serves as an encouragement process for him, also.

Kough and DeHaan have designed sociometric instruments for evaluating leadership abilities, mechanical and physical skills.

There are many kinds of leaders and degrees of leadership. Sometimes the leadership is not constructive. When leadership qualities are identified to the student who has destructive behavior the identification is a first step in developing these abilities along constructive lines.

Mechanical ability needs special recognition in the classroom. There are promising employment opportunities for electronic technicians, aircraft mechanics, industrial machine repairmen, automobile mechanics, and metal workers. When a child recognizes that he has mechanical aptitude it may spur him to explore occupations which require this special ability.

For those who excel physically there are opportunities for careers in recreation or sports. Feeling successful in physical activity helps some children to adjust better socially and emotionally. It also gives them encouragement to take more interest in schoolwork.

The student will also have the opportunity to evaluate himself in the areas of art, music, drama, dance through self-evaluation and through feedback from teachers and peers.

Through the classroom program of development of self-awareness and the self-evaluation checklists the student can evaluate his ability to relate to people. As he learns to understand himself, as he discovers how he is like others and is different from others, as he develops an understanding of other people he is in a better position to make decisions concerning changes he would like to make in his behavior. Changes in behavior are most effective when the individual makes the decision and has the support and encouragement of the significant people in his life.

This form serves as a conference format for helping the student identify his strengths and weaknesses. A carbon copy can be retained for the student's file, the original for the student to take home.

Name _____ (date) _____

Grade _____

This is a report of the progress made from _____ Grade to _____

Grade according to the scores from the Iowa Test of Basic Skills.

6th Grade - My highest score was in _____

My lowest score was in _____

5th Grade - My highest score was in _____

My lowest score was in _____

4th Grade - My highest score was in _____

My lowest score was in _____

3rd Grade - My highest score was in _____

My lowest score was in _____

This last year my greatest gain was made in _____

This last year my least gain was in _____

Vocabulary (indicate growth in months) _____

Work Study Skills:

Map Reading _____

Reading Comprehension _____

Reading Graphs and Tables _____

Language Arts Skills:

Spelling _____

Use of References _____

Capitalization _____

Mathematics:

Punctuation _____

Concepts _____

English Usage _____

Problems _____

Total Composite Score _____

Comments: _____

Counselor's name _____

PERSONAL UNDERSTANDINGS

Likenesses and Differences:

ABILITIES

Each person possesses strengths and weaknesses; each person has special abilities and limitations. As attention is focused on individual differences the child can begin to build a realistic perception of self, can identify his strengths and weaknesses, can make decisions concerning ways in which he wishes to improve himself.

An idea for focusing attention on the fact that children are different in ability:

Bulletin Board or Poster

Cut a large picture of a boy and a girl from a magazine. Arrange the pictures on a bulletin board or on a large piece of tag board. Radiate captions and examples of abilities from the girl or the boy in the center of the poster.

Types of abilities that children could include in the display are:

writing ability
mental ability
scientific ability
artistic ability
physical ability

manual dexterity
clerical ability
musical ability
creative ability
persuasive ability

This shows that individuals can have more than one skill or ability. As the children work with this project they are also developing vocabulary. Other skills and learnings can be conveniently correlated with this project.

PERSONAL UNDERSTANDINGS

Likenesses and Differences:

PREFERENCES

Each individual is a unique human being sharing some of the same characteristics as others and being different in other ways. Each individual needs to become aware of the ways in which he is like other people and the ways in which he is different. Attention needs to be centered on the identification of likenesses and differences. This exercise focuses attention on individual preferences. Comparisons can then be made with other children to identify likenesses and differences.

The children should understand that their responses are not right or wrong since this might lead them to feel inhibited in the exploration of self. Each child should have the opportunity to discover that people are different, that we have different likes, dislikes, and hold different values.

<u>LIKES AND DISLIKES</u>	<u>PREFERENCES</u>
A color I like _____	A color I do not like _____
A food I like _____	A food I do not like _____
A school activity I like _____	A school activity I do not like _____
_____	_____
Games that I like to play _____ (quiet or active)	Games that I do not like to play _____ (quiet or active)
_____	_____
Clothes that I like to wear _____	Clothes that I do not like to wear _____
_____	_____
Tools I like to use _____	Tools I do not like to use _____
_____	_____
A hobby I like _____	_____
For fun, I like to _____	_____

PERSONAL UNDERSTANDINGS

Sociometric Instruments

Sociometric instruments can be used for identification of children in many areas. Kough and Dellaan in Identifying Children With Special Needs identify children in each of the following groups. Those marked with an asterik use a sociometric test for part of the identification process.

Intellectual ability	Aggressive maladjustment
Scientific ability	Withdrawn maladjustment
**Leadership ability - p. 33,34	**General maladjustment - p. 63,64
Artistic talent	**Potential drop-outs - p. 68
Writing talent	Slow learners
Dramatic talent	Speech handicaps
Musical talent	Hearing handicaps
Dancing talent	Visual handicaps
**Mechanical skills - p.52,53	Crippling handicaps
**Physical skills - p. 56,57	Special health problems

The following suggestion may be used for a variety of groupings. When this type of a sociogram is used the information gathered should be utilized for the announced purpose, for example: groupings for a field trip, groupings for a special project in the classroom, etc.

Instructions: Pupils are given 3" x 5" cards.

"Place your name in the upper left hand corner of the card. In the middle of the card write the names of two people you would like to have as your partner. Write the numeral "1" after your first choice. Write the numeral "2" after your second choice.

PERSONAL UNDERSTANDINGS

Sociometric Instrument

This instrument was devised by J. R. Barclay (1966) and provides a sociometric score. It is a measure of peer evaluation obtained from all the children in the classroom.

Directions:

1. An alphabetical list of the students is prepared and given to each member of the class. Each name is prefaced with a number.
2. "Find your name on the list. Cross out your name on the list."
3. "Keep your paper covered. The marks that you place on this paper are confidential - no one is to know how you have marked your paper."
4. "Circle the number corresponding to the names of your friends, the people with whom you like to work and play. You may circle as many as you wish or as few as you wish."
5. "Place an "X" on the number before the name of anyone you do not care to work or play with. You may "X" as many as you wish or as few as you wish."

Scoring:

1. From the sheets collected in the classroom, count all the times that student #1 has had his number circled. Enter the number of times he was selected on the tally sheet. This will always be a positive number.
2. Count the number of times student #1 had his number "X"ed out. Enter this number in a column two of the tally sheet. This number will always be a negative number.
3. Now add column 1 and column 2 for student #1. Enter this number in the third column. This number may be a positive or a negative number.
4. Add the number obtained in column 3 to 50. The number obtained is called the sociometric score.
5. Proceed with instructions 1, 2, 3, and 4 for the remainder of the students on the list and obtain a sociometric score.
6. On a separate sheet of paper list each student according to sociometric rank. That is, the student with the highest sociometric score is ranked in the #1 position. If students have the same sociometric score give them the same sociometric rank. For example, it is possible to have three students ranked as #5 if their

sociometric scores are the same and they qualify for the fifth rank position.

A CLASS PLAY

This instrument can be used by the teacher as well as the counselor in a classroom. It is an instrument that must be used with care. The information given by students is confidential information. When a student wishes to have a conference to learn how others see him, then he is also probably ready to make decisions concerning changes in himself (if he does not like the image projected by his classmates).

The class play is developed to gather information on how students communicate with one another, to learn how the individual students perceive others and how the student perceives himself in relation to others.

Section II: In this section the student gives information about himself. "Which part or parts would you like to play best?" might give a picture of the student's ideal self. "Which part or parts do you think you could play?" might give a perception of real self. "Which part or parts do you think the teacher might ask you to play?" might give the student's feeling of teacher perception. "Which part or parts do you think most of the other kids would ask you to play?" gives the picture of how the individual feels his peers perceive him.

PERSONAL UNDERSTANDINGS

Sociometric Instrument: (source unknown)

A CLASS PLAY

Just imagine that your class is going to give a play and you are selected to be the director of the play. Below you will see the parts that will be needed for this play - the cast of characters. As director, you have the responsibility for selecting any boy or girl in your class for any of the parts. Since many of the parts are small, you may, if you wish, select the same boy or girl for more than one part.

In order to make this play successful and lots more fun, you will need to choose boys and girls who, you think, would be most natural for the part. Make your choices carefully. If you have any questions about the meaning of the word or have other questions, feel free to ask your teacher.

These are the parts:

- | | | |
|---------|------------------------------------------------------------------------------------------------------|-----------|
| Part 1 | The Hero - someone who is good in sports and good in school work | 1. _____ |
| Part 2 | Someone who is often mean and gets into fights a great deal. (boy or girl) | 2. _____ |
| Part 3 | The Heroine - someone who gets along well with other boys and girls and with the teacher. | 3. _____ |
| Part 4 | Someone who is always getting angry about little things. | 4. _____ |
| Part 5 | Someone who could be the Hero's friend - a kind, helpful boy or girl. | 5. _____ |
| Part 6 | Someone who could play the part of a bully - picks on boys and girls smaller or weaker than himself. | 6. _____ |
| Part 7 | Someone who has a good sense of humor but is always careful not to disturb the teacher or the class. | 7. _____ |
| Part 8 | Someone who could play the part of a person who doesn't ever say anything. | 8. _____ |
| Part 9 | Someone who is never mean and always friendly. | 9. _____ |
| Part 10 | Someone who could act like the laziest person in the world. | 10. _____ |
| Part 11 | A boy or girl you would choose to be in charge when the teacher left the room. | 11. _____ |
| Part 12 | This person knows all the answers and usually works alone. | 12. _____ |

Section II

- Which part or parts would you like to play best? Write number or numbers on the line. _____
- Which parts or parts do you think you could play. Write number or numbers on the line. _____
- Which part or parts do you think the teacher might ask you to play? Write number or numbers on the line. _____
- Which part or parts do you think most of the other kids would ask you to play? Write number or numbers on the line. _____

PERSONAL UNDERSTANDINGS

Self-Appraisal:

PRIMARY EVALUATION OF SELF

This evaluation may be used as a pre- and post measurement for the teacher to learn if the child is able to evaluate himself and describe himself in a more realistic manner.

The form may be used at the beginning of the second grade and again later in the year.

The form should be duplicated either in manuscript or using the primary typewriter.

1. In evaluating the self at this level the child finds it easier to draw a picture of self than to write a paragraph about self. It is suggested that each child use a large sheet of paper, at least 12" by 18", to draw a picture of himself.
2. The following sentences can be completed:
 1. I am _____ years old.
 2. My eyes are _____.
 3. My hair is _____.
 4. There are _____ people in my family.
 5. I live in a _____ house.

The growth of the child can be measured by noting the added detail in the drawing of self. It can also be measured by the Goodenough-Draw-A-Man scale. In addition, the increased accuracy in self-description on the written form can be evaluated.

PERSONAL UNDERSTANDINGS

Self-Appraisal

Questionnaire: (suggested for upper elementary grades)

	<u>YES</u>	<u>NO</u>
1. There are some things which I can do well.	_____	_____
2. There are some things which I can't do very well.	_____	_____
3. I know about some careers which fit my interests and abilities.	_____	_____
4. I know more about myself than I did a year ago.	_____	_____
5. I want to understand myself better.	_____	_____
6. I have trouble seeing myself enjoying work when I am grown.	_____	_____
7. I think my interests will stay the same as they are now when I am grown.	_____	_____
8. I don't know why I do some of the things I do.	_____	_____
9. I see myself as a happy person.	_____	_____
10. I see myself as a person who gets along well with other people.	_____	_____
11. The most important thing to me is to be important.	_____	_____
12. I am able to start a job and finish it.	_____	_____

Another suggestion: Have students write brief compositions on the following topics:

My Leisure Time Interests
Activities I Enjoy
My Special Interests
One Special Skill Which I Have
An Ability Which I Would Like to Develop Further

Adapted from: Dunn, Charleta J. & Payne, Bill F. World of Work. Occupational Vocational Guidance in the Elementary Grades, A Handbook for Teachers and Counselors. The Leslie Press, Dallas, Texas, 1971. pp. 130-131

PERSONAL UNDERSTANDINGS

Self-Appraisal

name _____ grade _____ school _____

Circle the words on each line which describe you best.

IN SCHOOL

- I am a leader I am a follower.
I am fast at finishing a job I am slow.
I am a hard worker I am lazy.
I am nervous I am calm.
I am likeable I am not likeable.
I am interested I am bored.
I am happy I am gloomy.
I am noisy I am quiet.
I am easily discouraged I keep at the work.
I have enough friends I don't have enough friends.

What Kind of Student are You?

- Do you receive good grades? in between grades? poor grades?
I try I get tired and quit I want to do better
but I don't know how.

I would like to be _____

AT HOME

- I am hard working I am lazy.
I am happy I am gloomy.
I like to be with people I like to be alone.

I am quick tempered I am slow to anger.

I am often upset I am calm.

I am helpful I am not helpful.

When I am with other children I feel:

unhappy happy

easily upset calm

bored interested

With other children, I am a follower . . . I am a leader.

With other children, I am well liked . . . I am not well liked.

With other children, I am shy I am bold.

In general, I am a person who is _____.

I would like to be a person who is _____.

Circle the job you think you might like when you are an adult.

nurse doctor policeman carpenter plumber electrician mechanic

pilot truck driver telephone lineman warehouseman janitor

telephone operator bookkeeper sales clerk in a store manager in a store

astronaut construction worker artist musician dancer beauty operator

television announcer chemist physicist marine biologist optician

secretary newspaper reporter counselor factory worker farmer

Some other jobs I would like _____

PERSONAL UNDERSTANDINGS

Self-Appraisal

Checklist

I LIKE TO

- _____ be outdoors in the winter
- _____ be outdoors in the summer
- _____ be indoors
- _____ go hunting
- _____ draw pictures
- _____ paint pictures
- _____ talk to people
- _____ be by myself
- _____ help others
- _____ work with machines
- _____ move around when I do things
- _____ work with my hands
- _____ try new things
- _____ compose songs
- _____ play with animals
- _____ collect things

This list can also be used for comparison of "likenesses and differences" of children in the classroom.

Paragraphs can also be written, using the above information for topics of:

"What Kind of Person Am I?"

"What Kind of Person is (name)."

Adapted from : Dunn, Charleta, J., & Payne, Bill F. World of Work, A Handbook for Elementary School Teachers and Counselors.
The Leslie Press, Dallas, Texas, 1971. p. 76.

PERSONAL UNDERSTANDINGS

Self-Appraisal

HOW WELL DO I PERFORM?

	Very well	Pretty well	Not so good
Team games	_____	_____	_____
Swimming	_____	_____	_____
Music	_____	_____	_____
Art	_____	_____	_____
English	_____	_____	_____
Science	_____	_____	_____
Writing (stories, poetry)	_____	_____	_____
Tennis	_____	_____	_____
Home Chores	_____	_____	_____
Memorizing	_____	_____	_____
History	_____	_____	_____
Earn money	_____	_____	_____
Work with my hands	_____	_____	_____
Work well with others	_____	_____	_____
Work out problems through reasoning	_____	_____	_____
Other _____	_____	_____	_____

This will not give a true or complete picture of abilities because of lack of interest or special interest. Practice or lack of practice will also make a difference in responses. The above information can be used by the student in a conference with the counselor or the teacher to compare the student's self-appraisal with the data collected from sociometric data. Confidentiality is always stressed.

Adapted from: Dunn, Charleta & Payne, Bill. World of Work, A Handbook for Elementary School Teachers and Counselors. Leslie Press, Dallas, Texas, 1971.

WORKING WITH PARENTS

The role of parents in the CASES program will be an important factor. We feel that the involvement of parents in the career awareness project at the elementary level will have a significant effect upon the child's understandings and attitudes toward vocational learning. We also feel that the processes for vocational development are influenced by the child's parents and by his home relationships. The parents and the child's family play a significant role in the development of a positive self-concept and his aspirations in later life. Therefore, the planning of the career awareness program at the elementary level includes the following involvement for parents:

1. Sending letters to the parents/parent or guardian of each child asking for a response concerning the job, the working conditions, their opinion of whether or not their place of work would be appropriate for a field trip, along with other questions.
2. Interviewing parents, by the child, concerning working conditions, skills needed, types of related jobs, etc., for classroom reports.
3. Parents serving as resource people for classroom demonstrations concerning jobs.
4. Parents serving as aides on field trips.
5. Parents serving as chaperones to their own child on independent after school trips for student reports on careers and vocations.
6. Evening meetings for parents in which the plans and expectations of the career awareness program are explained.
7. Individual conferences; Teacher/parent, counselor/parent, teacher/counselor/parent, also conferences including the child.

George F. Hill in an address at the Ninth All Ohio Elementary Guidance Conference said, "The elementary schools' efforts at vocational guidance will necessitate the early and persistent involvement of parents. The child's self-concept, his respect for education, his attitude toward work, his educational and career aspirations - all of these significant factors in his vocational development are heavily influenced by family forces. No elementary school can expect to do all that it could to help its children develop effectively without a vital program of parental participation."

Report of the Ninth Annual All Ohio Elementary Guidance Conference, Earlier Guidance Opportunities, Priorities for the 1970's. State Department of Education, Columbus, Ohio, 1970. p. 10.

FILMSTRIPS

The following filmstrips concerning "Values" are available at Lincoln School through the Title I program and can be shared with Bancroft School. As the teachers feel that these filmstrips can be useful in the classroom self-development program, arrangements can be made with the counselor. The presentation includes a classroom discussion which is planned to encourage each child to examine his own values in relationship to the values which seem most acceptable in society.

The set, "Me, Myself and I," is recommended for small groups, in a counseling setting, to be used in series for at least six sessions.

Audio-Visual materials available to Lincoln and Bancroft Schools:

Getting Along in School - Coronet (primary)

- Being on Time
- Doing Things for Yourself
- Taking Care of Things
- Working with Others
- How Quiet Helps
- Listening and Following Directions

Developing Basic Values - Society for Visual Education (intermediate)

- Acceptance of Differences
- Consideration of Others
- Recognition of Responsibilities
- Respect for Property

Little Things That Count - Eye Gate House, Inc. (primary, intermediate)

- The Busy Bees - (joy in helping others)
- Lucy Learns to Share - (selfishness)
- Jerry Has a Surprise - (honesty is the best policy)
- Try, Try Again (perseverance)
- One Rainy Day (importance of listening)
- Jim Learns Responsibility
- Tony's Summer Vacation - (respect for property of others)
- Please is a Good Word (good manners)

Me, Myself and I - Eye Gate House, Inc. (5th or 6th grade)

- Who Am I?
- Why Do My Feelings Change?
- What Can I Do About It?
- How Can I Improve Myself?
- What About Other People?
- Where Do We Go From Here?

Filmstrip: Understanding Changes in the Family. Guidance Associates, Pleasantville, New York.

Five sound filmstrips stimulate positive classroom discussion of family roles, sibling conflict, adoption, divorce, death.

1. What's a Family? introduces nuclear, single parent and extended family types; explores parents' roles in providing, teaching and children's roles in assisting with chores, helping siblings.
2. Little Brother, Big Pest!, dramatizes a boy's feelings of jealousy and rejection caused by a younger sibling; invites children to discuss their own experiences.
3. We're Adopted!, explains what adoption is, why it happens; emphasizes similarities between being a natural and an adopted child.
4. Not Together Anymore, focuses on reasons for divorce, children's reactions and the need for children to adjust.
5. Playing Dead, articulates children's anxiety about death through peer group conversation; offers forthright explanation of how and why death occurs; creates positive mood through calm, confident tone; invites reassuring group discussion.

This set of filmstrips is expected to be available for use through the Audio Visual Department at the Instructional Planning Center.

Records: Values. Bowmar Records, 10515 Burbank Boulevard, North Hollywood, California, 1963.

1. The Little Rabbit Who Wanted Red Wings, adapted from a Southern folk tale. The little rabbit wasn't quite satisfied with the way he looked. He wanted to be something different.
2. I'm Tired of Lions, by Zhenya Gay. Little Leo, a lion cub is dissatisfied with himself.
3. Crow Boy, by Taro Yashima. Chibi, or Tiny Boy, was a shy, lonesome, strange little boy whom no one understood. Then came the day when Mr. Isobe understood him and "Chibi" changed to "Crow Boy" admired and loved by all.
4. Just the Right Size, by Robin and Billie King. Tris was the normal size for a boy his age, but he felt nothing was quite right for him except his dog and an old wagon.
5. The Smallest Boy in the Class, by Jerrold Beim. Jim was a boisterous boy who made lots of noise, but he was the smallest boy in the class. The children laughed at him and called him Tiny. He longed to be big. He exaggerated everything because of this desire.

(Values is available at Bancroft School.)

Filmstrips related to Guidance that are available at the Audio Visual Department at the Instructional Planning Center:

- 101105 Guidance Stories Series (1956)
color - no sound, generally recommended for primary but some of the filmstrips appear suitable for fourth grade.
- 101106 New Friends, Good Friends (1956)
Happy Hours Club - A group of girls watch a new family move into the neighborhood. The girls feel they cannot accept the new girl because her clothes are strange. The girls in the Happy Hour Club ignore the new girl. The filmstrip describes the way the new girl gets acquainted with the girls in the neighborhood and becomes accepted.
- 101107 One Kind of Bravery (1956)
This filmstrip deals with playing ball and breaking a window. The boys are afraid. They run away before they are caught. The feelings of the boys are shown as they try to decide how they should handle the situation.
- 101108 Playing Fair (1956)
This is more third grade level. A group of girls form a club. One girl cheats in playing jacks. The other members of the club decide that she should not be a member of the club. The filmstrip shows how the girls successfully deal with the problem.
- 101109 Sharing With Others (1956)
Joey fixes his bike so that it will sound like a motor bike. He is unwilling to share his apparatus with the other boys. He gets excluded from the group. The filmstrip deals with Joey's feelings, his way of getting back into the group.
- 101110 Sticking to your Job (1956) Could be used in fourth grade Hobby Show - model planes. This filmstrip describes how one boy starts a project and the feelings he has until the job is completed. It also shows how encouragement helps and the satisfaction he feels when he completes the task.
- 101111 Taking Care of Your Things (1956)
Beth has a new coat. She wears it even though it is a warm day. She takes it off to play and a dog drags the coat away. Beth's feelings as she realizes her carelessness are described.
- 101098 Good Manners Series (1955)
At Home
At Parties
At Play
At School
In Public
While Visiting
The concepts in these filmstrips are acceptable but the styles worn by the people in the filmstrip are so outdated that it spoils the filmstrip.

103696 Working and Playing Together (1954) Primary

Children play at different games. The concepts are usable even though the filmstrip is old. It shows ways of improving interpersonal relationships. The clothing is acceptable and does not detract from the ideas presented by the filmstrip.

Picture Story Study Print Set, Society for Visual Education, Inc.

I-A, About Myself; I-B, My Family - My Home; I-C, Other People Around Me; III-A, Verbal Communication. Glendale, California; Bowmar Publishing Corporation.

Sugerman, Daniel A.; Hochstein, Rolaine A. Seven Stories for Growth.

New York: Pitman Publishing Corporation, 1965.

1. Accepting Feelings - "Jonny's Bad Day"
2. Accepting Ourselves - "The Girl Who Wouldn't Sing"
3. Talking About Our Problems - "Hiram's Enormous Problem"
4. Doing Things for Others - "The Lady Who Looked Like A Turtle"
5. Replacing Worry with Work and Planning - "Betsy's Wish"
6. Learning to Live with Change - "Jane's Peculiar Vacation"
7. Enjoying the Little Things in Life - "The Boy Who Had Everything"

EVALUATION

The two areas involved in the pre- and posttesting are: the changes in self-concept, the changes in awareness of jobs involved in the development of careers.

The Pictorial Self-Concept Scale designed by Bolea, Felker, and Barnes was selected for use in the primary area (1st, 2nd and 3rd grades) for measuring the change in self-concept over a seven month period. This scale consists of a deck of fifty cards with cartoon type pictures. The cards (3" x 5") represent Jersild's (1952) categories of what children said they liked and disliked about themselves with the exception of "privacy." Each child receives a deck, differentiated for sex, so that the central figure in the cartoon is distinguished as male or female by the clothing and the hair. The activity pictured is the same for each sex. Girls receive a deck in which the central figure is identifiable as a female and boys receive a deck in which the central figure is a male. The child arranges (according to directions) the cards into three stacks: "Like Me," "Sometimes Like Me," and "Not Like Me." Each card has a weighted numerical value and a final score is determined according to the placement of the card and the weighted value of the card.

Stanley Coopersmith's Self-Esteem Inventory: Form B (short form) was selected for evaluation of change in self-esteem at the upper elementary level (4th, 5th and 6th grades). This inventory contains twenty-five items - useful for both males and females. All items of Form B were used with one exception, namely - Item #16 was changed to read: "No one pays much attention to me at home." (Taken from Form A, Item #33.) The responses indicating high self-esteem are noted on a scored copy with

students' responses being rated according to this scored copy. The score is reported as a single score with a maximum of 25, indicative of high self-esteem. The number of correct responses is noted, then multiplied by four ($25 \times 4 = 100$) providing a Self-evaluation score.

Employing position in the group as an index of relative self-appraisal Coopersmith has employed the upper quartile as indicative of high self-esteem; lower quartile as indicating low esteem and the interquartile range as indicative of medium esteem. Specific information is given by Coopersmith.

The instrument for measuring changes in awareness of jobs will be similar to one developed by Richard C. Nelson (1963). A series of fifteen colored slides of workers in occupations will be used. This set of slides will be developed from our geographic area and will be inclusive of the fifteen job clusters described by the United States Office of Education. The principles guiding the selection of the slides are:

1. The occupations be available within the geographic area.
2. The jobs pictured shall be distinct in the skills required.
3. The selected occupations are to reflect the ratio of men to women workers in the occupational structure. (According to the 1968-1960 Occupational Outlook Handbook, page 14, one third of the workers in the country are women.)

A written report will be made available upon completion of the evaluations.

Information concerning the Pictorial Self-Concept Scale may be obtained

from: Dr. Donald W. Felker
Educational Psychology Section
South Dampus Courts "G"
Purdue University
Lafayette, Indiana 47907

Information concerning the Coopersmith Self-Esteem Inventory may be obtained

from: Dr. Stanley Coopersmith
University of California-Davis Campus

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KINDERGARTEN INTRODUCTION

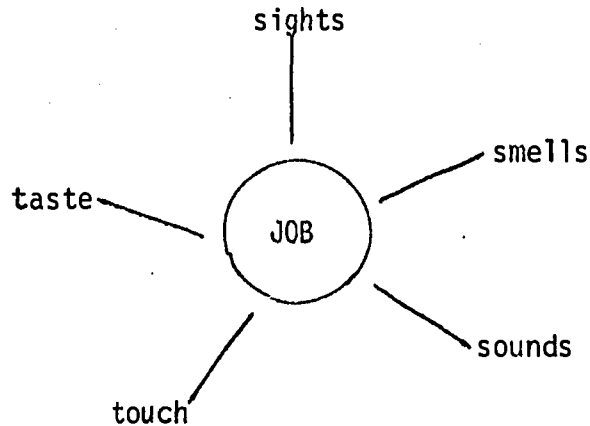
Career Awareness for Secondary and Elementary students (CASES) focuses on self-awareness and career awareness. At the kindergarten level the CASES program integrates easily into the regular curriculum since the primary focus is already on the child, his family, friends, and his immediate environment.

The present Sioux Falls Social Studies Kindergarten Guide includes units on: Home and Family, Alaskan Children, and Space. These units are oriented to the objectives of the CASES program, focusing on awareness of self and awareness of the world of work. Self-awareness is an on-going unit of the kindergarten, beginning immediately and continuing throughout the year.

Additional units on careers that can be readily adapted to the CASES project are found in the Language Pre-Reading Kits, Ginn Company. The units of "The School Patrol," "People Who Help Us," "Construction" and "The Filling Station" are developed and serve as suggested career units.

Creativity in approaching the development of awareness is to be encouraged. The child's interests and curiosity should be recognized. This interest can serve to expand the units. The children learn through listening experiences (both in a vicarious and active role) with a most important aspect that of learning from one another.

Some suggested approaches for developing a unit are:



Experiences through the senses:

Sights (seeing) - a visit to the store, the hatchery, the post office, the school.

Smells (smelling) - calling attention to and identifying the odors associated with jobs.

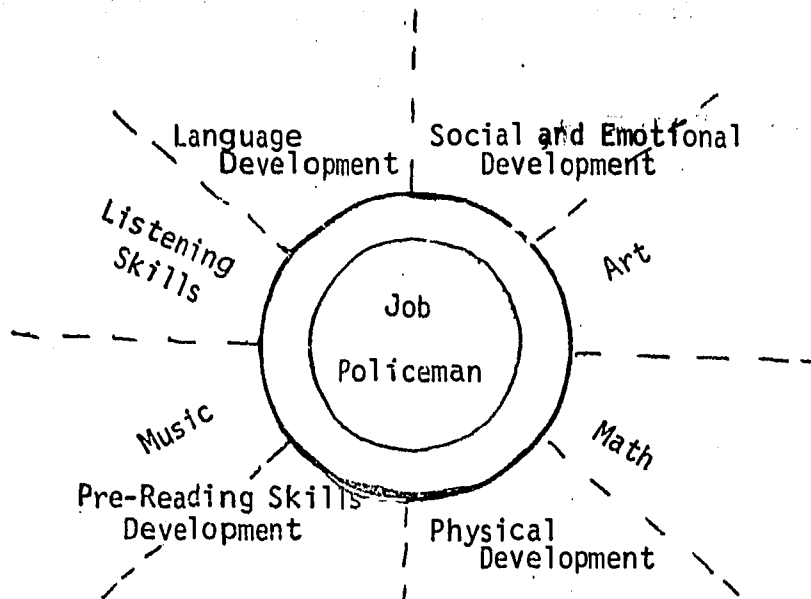
Touch (touching) - providing opportunities for touching tools of the trade, uniforms, etc.

Sound (hearing) - identifying sounds associated with work.

Taste (tasting) - foods can be tasted and identification made with many different workers.

Units may be introduced through music, stories, films, etc. Development and expansion of the units proceeds through the activities of the daily kindergarten and can be adapted to include occupational concepts. Emphasis is placed on the "worker" rather than on the "work" and reflects positive attitudes concerning the dignity of work.

A brief example of a kindergarten unit that has been adapted to include career concepts and objectives is "Safety - The Policeman," structured to include basic kindergarten curricula.



SAFETY - THE POLICEMAN

Language Development: Poems, stories, fingerplays, dramatizations, role play that relates to a particular job enlarges vocabulary, gives practice in proper use of grammar.

Poem: "My Policeman" - Rose Tyleman - Time For Poetry, Arbuthnot.

Music: Also expands vocabulary through songs, rhymes, - increases learning, develops and improves the self.

Story: Policeman Small, Lois Lenski.

Music: "Mister Policeman" - page 9 Making Music Your Own. (Record accompanies this)

Art: The child gains greater control of muscles through manipulating art media, gains confidence in his own ability.

Art: Draw a policeman - using crayons or paint. Learn the colors associated with safety. Cut circles of red, yellow, green, - paste them and make a traffic signal. Lessons 3 and 5 from School Readiness, Treasure Chest

Emotional and Social Development: The child develops understandings, attitudes, and skills which are needed to live happily in home and in school. Self awareness and awareness of the feelings of others is basic. As the child acquires social skills he becomes more confident in his ability to relate to others.

Emotional and Social Development: Children work together, play together, share with one another. Each child learns first-hand, that the policeman is his friend.

Math: Shapes, relationship of sizes sequencing, problem solving, basic recognition and use of numbers.

Physical Development: Development of large and small muscles, child develops confidence through mastery.

Listening Skills: Records, films, stories, sharing with one another, visits from workers add to vicarious learning.

Pre-Reading Skills: Introduce the phonetic elements of word identification; ear training; speech development.

Math: Note shapes - wheels of police car, traffic signals, traffic road signs. Count wheels or other associated objects.

Physical Development:

Games:

"The Lost Child"

"Red Light, Green Light" description in Appendix A.

Puzzles:

Lotto Games:

Listening Skills:

A visit from the City Policeman - children learn safety rules both through listening and through actual practice as the policeman takes the children outdoors for actual practice in crossing the street.

Safety poems - Appendix F.

Pre-Reading Skills: Bulletin

Board - feature a large picture of a policeman.

Label as "Policeman"

The sound and letter of "p" is introduced. Children are encouraged to bring objects that begin with the "p" sound. These objects are then fastened to the bulletin board.

Children develop vocabulary, receive speech practice, share experiences.

Group project: Children dictate, teacher writes the safety rules,; the story of the policeman's visit.

Also use: Getting Ready To Read, Teachers edition, page 9, for suggestions on presenting "P"

Buidling Pre-Reading Skills-Kit A
Language-Unit 2-"The School Patrol," Manual, page 44.

At kindergarten level the children should be encouraged to become acquainted with the workers they meet in their daily living. Many first-hand experiences are within the school building - identifying all the workers in the school, and within walking distance of the school. Parent involvement, always to be encouraged, can be utilized through assistance on tours which necessitate additional supervision.

Culminating activities give the students an opportunity to review, to verbalize, and establish the learnings of the unit. The child's art work, the group experience stories, the creative poetry and songs, dramatization, block play and group interaction can be observed and used as evaluative tools in judging growth within the classroom.

The guide for the kindergarten level has been developed to introduce self-awareness and career awareness to the child in his first year of school. This guide does not pretend to supply a full coverage; it is intended to be suggestive and serve as a stimulus for implementing career concepts in the kindergarten.

KINDERGARTEN
SELF - AWARENESS

CONCEPTS:

Career development is related to the total development of the individual.

Each child needs to learn about himself as preparation for the world of work.

A positive self-concept develops in an atmosphere of acceptance and respect for the individual.

Effective communication helps people cooperate and work well together.

TEACHER OBJECTIVES:

To provide an atmosphere of acceptance and warmth.

To meet the needs of each child.

To provide each child with an opportunity for self-identification.

To provide each child with an opportunity for developing social relationships.

BEHAVIORAL OBJECTIVES:

Every student will demonstrate verbally or through actions that he:

- accepts and likes himself as a person.
- can function satisfactorily as a member of his peer group.
- feels confident about his ability to succeed at school-related tasks.

KINDERGARTEN
SELF - AWARENESS

ACTIVITIES

REFERENCES AND MATERIALS

A. Identification of Self-Physical Characteristics

1. Look into a full length mirror. Talk About, "What do we see?"
"How am I like others in my class?"
"How am I like other people in my family?"

Show the poster, "I Am The Only Me In The World."....
you are the only one in the world exactly like you.

Poems: "What Feet Can Do" - Scott.
"What Hands Can Do, " Scott.
"Grown Up," Aldis.

Games: "I'm Glad I'm Me"
"Who Is It?"
"Identification Game"

2. Identify body parts:
Follow suggestions in the Peabody guide for assembling the manikin.

- head
- neck
- body
- legs
- arms
- feet
- hands
- facial parts
(boy or girl)

Sentence building activity:

I clap with my _____.
I jump with my _____.
I reach with my _____.

1. Needed: Full length mirror.

Sioux Falls Kindergarten
Social Studies Guide, page 14.

Poster: - DUSO Kit, 1-A, "I Am The Only Me in the World."
Manual, page 30.

Poems: Sioux Falls Kdg. Soc. St. G.,
page 29.
Also found in Appendix A.

Games: DUSO Manual, page 33
also Appendix G.

2. Disassembled Manikin - Peabody Language Development Kit, Level "P" Manual, page 9 and also pages 17, 20, 21, 28, 30, 36, 38, 46, 47, 48, 49.
The manikin may be used in several lessons.

Identification of Self

ACTIVITIES

REFERENCES AND MATERIALS

Fingerplays:

Here I Am - Van Kierkoff

"Enumeration"

"Hiding" - Aldis

"My Two Eyes..."

Songs: "Looby Lou"

"Simon Says"

"My Hands"

"Two Little Hands"

Relaxation Devices:

"Raggedy Ann"

"Quiet Time"

Poems: "Mouths"

"Foot Note" - Allen

"My Hands"

3. Bring a snapshot of self for
 - bulletin board
(identify picture with the child's name)
 - opaque projector
 Each child receives special recognition.
 - encourage other children to identify the positive qualities of the child being recognized.
 Use the tape recorder. Record each child's voice as he identifies himself, carries on a conversation or verbalizes in some way - poem, finger plays, etc.
4. Draw a picture of self. Make hand prints, foot prints for developing concepts of right and left. Draw life-size outlines for one another - paint to resemble self.

Fingerplays:

S.F. Kdg. Soc. St. G., page 29

S.F. Kdg. Soc. St. G., page 31

S.F. Kdg. Soc. St. G., page 31

Appendix D.

Songs: "Looby Lou" Music for Young Americans, page 43.

"Simon Says" Music for Y. Amer., page 51

"My Hands" - Singing Fun, p. 58

"Two . . ." - Singing Fun, p. 59

Relaxation Devices:

- found in Appendix D.

Poems:

S.F. Kdg. Soc. St. G. page 31

3. Child brings a snapshot from home or teacher uses a polaroid camera (if available)
- Use of tape recorder: Save the tape for use again. Replay at intervals so child can re-record during the year giving an opportunity for self evaluation.
4. Needed: Construction paper, butcher paper, crayons, or choice of ideas from S.F. Soc. St. G., page 15.

Identification of Self

ACTIVITIES	REFERENCES AND MATERIALS
<p>5. Make a growth chart: "Watch Me Grow"</p>	<p>5. Correlate with Unit 18 of "The Seed Grows," - Harper & Row, <u>School Readiness Treasure</u> <u>Chest</u>. page 72.</p>
<p>6. Identifying likenesses and differences: <u>Poster</u>: "All People Are Different"</p> <p>Divide children into groups by sex, or color of hair, or color of eyes, or height, etc. Discuss how these children are alike and how they are different.</p> <p><u>Games</u>: "Tall-Small"</p> <p>"Policeman and the Lost Child"</p> <p><u>Songs</u>: "Hey, DUSO, Come On Out"</p> <p><u>Stories</u>: Accepting Ourselves-"The Girl Who Wouldn't Sing"</p> <p><u>Is It Hard? Is It Easy?</u> -What is hard for one child may be easy for another and vice versa.</p> <p>Kinder Owl Books</p>	<p>6. <u>Poster</u>: DUSO Kit, 1-B, "All People Are Different" DUSO Manual, page 34 DUSO Recording and small cards.</p> <p><u>Just Like Me</u>, Picture Primer, <u>The Basic Health and Safety</u> Program, Scott Foresman, teachers guide, page 55.(page 37 of text)</p> <p><u>Games</u>: S.F. Soc. St. Kdg. G., Page 15</p> <p>DUSO Manual, page 15.</p> <p><u>Songs</u>: DUSO Recording.- found in Kit.</p> <p><u>Stories</u>: Sugarman and Hochstein, <u>Seven</u> <u>Stories for Growth</u>, "The Girl ..." page 19 Greene, <u>Is It Hard?</u> . . .</p>
<p>7. About Myself. . .beginning to understand myself as a unique person. Each of the cards in this set can be used as a separate lesson. Suggestions are found on the back of each 15" x 18" card for activities, stories, etc.</p>	<p>7. Picture Story Set I-A, <u>Myself</u> Bowmar Pub. Corp.</p>

Set A:

1. I Am That Girl
2. Gary Knew All The Time
3. Here's My Name
4. My Own Place
5. I Can Do It Myself
6. My Birthday
7. We Can Choose
8. I'll Fasten It For You

Picture Story Set I-A, Myself
Bowmar Pub. Corp.

8. Circle Time:

Who will be my friend?
Identify meanings for the
word friend. Using descrip-
tive language: "A friend is..
....."
Children's responses may be
recorded (either written or
taped) and read or replayed
again at a later date.

Game: Rig-A-Jig-Jig

The children choose a "friend"
to go riding (galloping) about
the circle.

8. Unit One, Lesson 3, pages
10-12. "What is a Friend?"
School Readiness, Treasure
Chest.

Rig-A-Jig-Jig - this game is
found in Appendix G.

Circle Ball: "Freddy found
friends because he knew how
to catch a ball very well. Maybe
we can make new friends this
way, too. Let's make a big
circle, as round as a ball.
Now, let's sit down. Each of
us will have a turn to say
our name and roll the ball
to the person across the circle."

or

The game may be varied by
pretending that the ball is an
item of mail that is being
delivered. The child can say
"My name is John and I am sending
a (letter, a package, a special
delivery, etc)
to _____."

Circle Ball: found in School
Readiness, Treasure Chest, page 5.

Stories:

Anglund, A Friend is Someone
Who Likes You.

Jones, Going To School

Identification of Self

ACTIVITIES

REFERENCES AND MATERIALS

B. Identification of Self Emotions

1. Introduce with the filmstrip, "Circle of Feelings." This needs only a brief introduction: "Today we are going to see a filmstrip that is about something that each of us has. At the end of the filmstrip there is a little song that we can learn and sing together."

Story: Mary Ann is punished and sent to her room by her mother. The point is that parents do punish because they love their children. Children should be led to express their feelings when they think that they are unloved.

Game: "How Do You Feel"
Have each child make a happy face on one paper plate, a sad face on another paper plate. Paste them together, back to back, with a dowel or pencil in between, lollipop fashion. Have the children show the face that expresses their feeling as statements are given. Statements: (examples of, and more are found in the manual.)
How do you feel when someone scolds you?
How do you feel when someone smiles at you?
How do you feel when you have a new toy?
How do you feel if a toy gets broken?
How do you feel when you tell your mother you love her?

1. SRA - Awareness Kit, Unit C. Filmstrip and record, Manual page 28.

DUSO, Story Illustration Cards, SI - 43 through 46 (Book I)
Cassette 1, Side B. Manual p. 55.

Needed: 2 small paper plates
dowel or pencil
glue

DUSO Manual, pages 56-57.

Identification of Self

ACTIVITIES

REFERENCES AND MATERIALS

Songs:

"If You're Happy and You Know It"

Making Music Your Own, Silver Burdett - page 101
Accompanying record IV, Side 2.

Language Development:

Use the Peabody Facial Discrimination Cards. Say, "Today we are going to look at the cards that show different faces. Some of the faces are smiling and some of the faces are frowning. Tell me how each of these cards look."

Activities: A game of matching faces.

Peabody Language Development Kit, "P"

Manual, page 152
Facial Discrimination Cards, D-1a through D-10a and D-1b through D-10B.

Peabody Manual "P", page 152
also, page 256.

Problem Solving: Use the facial discrimination cards to teach children how to associate and discriminate.

Peabody materials: Kit "P"
Cards D-1a through D-10a and D-1b through D-10b.
Magnetic Strips/People Cards P-23 through P-26
Peabody Manual, page 334.

Guessing Time: The children take turns pretending to feel the same way as the children on the cards. Other students guess the emotion that is being pantomined. Specific directions in manual.

Peabody People Cards, P-23 through P-26, Manual page 335.

DEALING WITH EMOTIONS

"The inability to recognize, accept, or express their feelings is common among people with emotional problems. But even grown-ups who function successfully tend to deny many of their feelings, both to themselves and to others. The prolonged locking up of emotions, however, makes for poor mental health; it is when we are children that we must learn how to open the doors of our feelings onto the corridors of expression." (Sugarman and Hochstein, 1965)

ACTIVITIES	REFERENCES AND MATERIALS
<p>1. For working out feelings of <u>frustration and anger</u> the teacher might say, "I know that you feel upset and angry. Let's go over to the punching bag. You can hit the punching bag as hard as you like. This is for hitting, people are not for hitting." (If the child has been hitting or hurting another child.)</p>	<p>1. Need: Punching bag, or Bozo the Punching Clown, or a nail pounding set.</p> <p>Ginott, <u>Teacher To Child</u> Ginott, <u>Parent to Child</u></p>
<p>Energy can also be converted into constructive activities such as painting, coloring, or cleaning-out a block box.</p>	
<p>Help children understand that anger is a natural feeling. Help them to express the feeling in socially acceptable ways. Discuss: "What can you do when you feel angry so that you don't hurt someone?"</p> <ul style="list-style-type: none">-talk it out-leave the situation-pound hard with your hammer set-draw it out-punch the clown	
<p>Story: "Jonny's Bad Day" Jonny reacts to the actions of a thoughtless peer. The emotions portrayed are honest and real. Children should begin</p>	<p>Sugarman and Hochstein, <u>Seven Stories for Growth</u>. "Jonny's Bad Day," page 5.</p>

DEALING WITH EMOTIONS

ACTIVITIES

REFERENCES AND MATERIALS

to understand that others have similar emotions and get an idea how to handle these emotions.

The Hating Book -

"I hate hated my friend.
When I moved over in the school
bus, she sat somewhere else..."
Feelings loom large and
vanish quickly.

The Quarreling Book - deals
with family relationships.

Filmstrip: "Noisy Nancy Norris"

2. Experiencing Rejection:

Poster and Puppets

Poster: "What Can You Do
When You Are Left Behind?"
Suggestions are found on the
back of the poster card.

Story: (Use with Puppets)
Betty Can't Go

Rejection:

"...the boy who is left
behind." Children are often
left at home while older
members of the family leave to
do various activities. The
teacher reads the story from
the role playing cards and the
children are given an oppor-
tunity to respond through
role playing.

3. "People Make Mistakes"

Children should become aware
that everyone makes mistakes.
Charlie should represent every-
one. Avoid making him the
bad boy. Detailed information
on presenting the activity is
on the card.

Zolotow, The Hating Book

Zolotow, The Quarreling Book

"Noisy Nancy Norris" is available
through the Audio-Visual Dept.

Poster: DUSO I-E
DUSO Manual, page 45

DUSO SI-32 cards of
Feelings and Words.

DUSO Manual, page 45

DUSO Manual, page 43
Role Playing Activity I-D
Role Playing Card RP I-D

3. DUSO Manual, page 43
DUSO Puppet Activity Card PA I-D

ACTIVITIES

4. "The New Baby"
Puppets: Suggestions for the use of the puppets are found on the puppet activity card.

("The New Baby")
Story: "The Lady Who Looked Like a Turtle" This story deals with a new baby coming into the home. The story should also help the listener (the child) learn how to be helpful to others.
5. Divorce in the Family:
Children often find this experience very difficult. The child is left in a state of uncertainty about his future.
Filmstrip: "Not Together Anymore"
-focuses on reasons for divorce, children's reactions and the need for children to adjust.
This filmstrip should be used only in small group situations with counselor assistance.

Story: A Father Like That
... I wish I had a father
But my father went away.

REFERENCES AND MATERIALS

4. DUSO Puppet Activity Card PA I-E
DUSO Manual, page 46.

Sugarman & Hochstein, Seven Stories for Growth, "The Lady Who Looked Like a Turtle," page 47.

Filmstrip: Understanding Changes in the Family, "Not Together Anymore," Guidance Associates.
- Zolotow, A Father Like That

KINDERGARTEN

INTRODUCTION TO CAREER AWARENESS

CONCEPTS:

Career development is related to the total development of the individual.

Effective communication helps people cooperate and work well together.

People in the family, community, and world depend on each other.

Observing people at work enlarges the child's general knowledge of occupations.

Work is admired by society.

TEACHER OBJECTIVES:

To provide a climate conducive to learning.

To meet the needs of each student.

To develop awareness of and respect for the people who work in a community.

To answer the child's questions concerning occupations.

BEHAVIORAL OBJECTIVES:

Every student will demonstrate verbally or through actions that he:

- is aware that each person in the family has responsibilities.
- is able to associate tools, uniforms with workers.
- is aware that there are many different workers who help people.
- has increased his vocabulary, developed language skill.
- has incorporated rules of conduct for his safety and the safety of others.
- feel confident about his ability to succeed at school-related tasks.

KINDERGARTEN

MY FAMILY

ACTIVITIES

REFERENCES AND MATERIALS

A. Career Awareness My Family

1. Introduce and read the poem,
"Daddies" by Janet Frank.

(first six lines)

What do Daddies do all day?
Daddies work while children play.
They work at desks.
They work at stores,
in factories,
and out-of-doors.

2. Let children discuss what the
fathers and mothers do in the
working world.
3. Children may wish to make up
a poem about mothers using the
guide of the above poem.

4. Use Peabody "People Cards"
#1 - baby #6 - mother
#2 - boy #7 - girl
#3 - father

Identify the role of each
member of the family. Children
also have jobs to perform.
Working in school is the child's
job, as well as the chores he
is responsible for at home.

5. Musical Game: Children
substitute words from "The
Farmer in the Dell" to illustrate
the work of the family.
The daddy
The mother
The sister
The brother
The baby claps his hands . .
. . (the family all join hands
and form a circle in the center
of the circle.)

1. Lesson 1 - Unit Two, "Around
the Town," page 19. School
Readiness, Treasure Chest.
Harper and Row.
also Appendix E.

4. Peabody Language Kit (Primary)
People Cards.

ACTIVITIES

6. Relaxation: A Family of Rabbits.
7. A father may be willing to come to the classroom and talk about his work, show pictures, show the tools he uses. Perhaps the father would be willing to come to school dressed in the uniform or attire that he wears while he is working.
8. A mother may be willing to come to the classroom to talk about her role - the role of being a mother, to show tools used in housework, etc.
9. A mother who works outside the home may be willing to visit and talk about her job.
10. Develop a special bulletin board that portrays:
Hats of workers
Tools of workers
Actual hats can be used and fastened to a bulletin board with a label indicating the child's name, the title of the job for that particular worker.
11. Stories:
Lenski, Papa Small
Lenski, The Little Family
12. Picture Story Set:
"My Family, My Home"
Suggestions are found on the back of these cards.
The cards serve as excellent sources for stimulating discussion.

REFERENCES AND MATERIALS

6. "Family of Rabbits"
Appendix E.
7. Appendix F - First Grade
A letter that may be used for inviting a parent to the classroom. Letter may be adapted to fit particular need.
10. Children may bring their father's work hat, or a friend's work hat.

Children may bring pictures of tools used by father in his work.

The teacher may be able to arrange a display of tools that deal with a particular job.
12. Picture Story Set - cards
from Bowmar set of cards.
Set 1 - B: My Family, My Home

PEOPLE WHO HELP US

ACTIVITIES

REFERENCES AND MATERIALS

B. People Who Help Us

1. Circle Time: "There are many people who help families. I wonder who helps us when someone is sick? . . . Who would help if your house caught on fire? Who helps you everyday in school? (Encourage the children to recall the special tools that are used by each of these people.) Use the "People Cards" to stimulate discussion.

Lesson A - Learning About Helpers

Lesson B - Discussing Other
Helpers

Lesson C - Association of Helpers
with Work

Lesson D - Reviewing Helpers

2. Taking a walk to see people at work:
"Today we will take a walk to see how many different people we can find who are working. When we come back, we can talk about the people we saw and the work they were doing.

Establish rules to be followed during the walk:

- walking with a partner
- staying together in a group
- stopping at street corners and driveways and looking both ways before crossing.
- looking for traffic signals and obeying them.

3. Activities following the walk:
 - children have an opportunity to tell what they saw
 - have a guided discussion on the workers contribution to the community

1. Unit 13 - "People Who Help Us"
Kit A, Building Pre-Reading Skills, Ginn. pages 223-241.
8 cards - M-44 through M-51.
Fireman, postman, policeman, nurse, clerk, carpenter, teacher, doctor, shoe repairman, farmer, bus driver, secretary, trucker.

Note: Not all these cards to be used in one lesson.

Kit A, Building Pre-reading Skills, pages 223-241.

2. "People at Work" - Lesson 1, page 20-21. School Readiness, Treasure Chest - Ginn.

Make arrangements for the visit: A tour of the school to identify school helpers might be the first tour. (This helps to establish the safety rules that are needed for group walks.)

Tour Guide: Appendix B.

ACTIVITIES

REFERENCES AND MATERIALS

- write an experience story
- make a list of new words that were learned
- pantomime some of the workers who were observed on the walk
- draw or paint scenes of someone at work
- group activity of playing school, store or the work observed.

C. Service Station

1. Circle Time: Show the large poster card of the service station. Card depicts realistically the many activities frequently observed at a modern busy service station.
 - recall personal experiences
 - discuss service station activities
 - discuss picture details
 - make inferences from picture details
 - choose a picture title
2. Develop vocabulary associated with the service station: (gasoline, grease rack, service, attendant, service station, filling station, gas station, - children add to the list.)
3. Association of sounds:
 - identify and discriminate between sounds in the environment
 - identify classroom sounds
 - use a tape recorder, take walking trip around the school and record sounds of workers at their machines etc.
 - use the recording of sounds from the Peabody Language Kits (wide selection available.)

1. Unit 3 - Service Station
Kit A - Language, Building Pre-Reading Skills, Manual, pages 61-73. Ginn.
Poster L-5, Language Kit

Guide gives excellent suggestions for development of this unit (Kit A, Ginn Language Manual)

3. Need: Cassette tape recorder

Peabody "P" Sound Recording
Record 7-B Home Sounds
Record 8-A Travel Sounds
Record 9-A People's Voices
Record 9-B People's Actions
Record 10 Sounds of Places

- Department Store
- City in Summer
- Shopping Center, Fall

ACTIVITIES

REFERENCES AND MATERIALS

- identify and imitate sounds of pictured objects.
- identify object
- discuss it briefly
- imitate the sound it makes.

Ginn Language cards (small)
S-9 through S-20.
Ginn Language Manual, page 70.

Association of sounds (cont.)

- classify objects according to sound:
 - "Sounds Heard Outdoors"
 - "Sounds Heard at School"
 - "Sounds Heard at Home"
- Use the small Ginn cards and classify or place under each heading.
- classify cards under other headings, such as:
 - loud sounds, soft sounds,
 - high sounds, low sounds,
 - (to teach the difference between high and low sounds see Appendix)

Ginn Language Cards (small)
S-9 through S-20.

High sound and low sounds -
see Appendix G.

4. Develop an experience chart:
"You have found so many interesting things in our picture (Poster L-5) that we should be able to write a story about it."
As ideas are expressed, select short sentences and write on the chart.

4. Use Ginn poster L-5
Additional suggestions found in Manual - Ginn, page 74.

5. Stories:

Books by Margaret Wise Brown -
The Country Noisy Book
The Indoor Noisy Book
The Seashore Noisy Book
The Summer Noisy Book
The Winter Noisy Book
Garelick - Sounds of a Summer
Skaar - What Do They Say?

6. Dramatization: Children role-play, use books, clay, art materials for sharing their learnings from the unit.

Encourage children to build a service station with blocks and to operate it as a real one. Teacher observes the activity, ideas that need clarifying can be quickly identified.

7. Songs and records: select from materials available.
8. Listening to a guest:
Invite a gas station attendant to speak to the children.
 - plan for the visit
 - decide on several questions to be asked
 - establish standards of conduct similar to:
 - Look at the speaker
 - Listen carefully
 - Remember the questions you want to ask.
 - Wait for a turn to ask questions.
8. The person invited should be approved by the school principal. The guest should be someone who likes small children and who can talk with them easily.

THE CONSTRUCTION PROJECT

ACTIVITIES

REFERENCES AND MATERIALS

D. The Construction Project

1. Show poster card of the Construction Project.
 - present the illustration
 - discuss the machines in the picture
 - discuss the workers in the picture
 - make inferences:
 - "Do you think people will live in the buildings?"
 - "Why is the one man wearing a metal hat?"
 2. What tools are needed to build a large building?
 - describe briefly the machines needed for building
 3. Develop vocabulary:
Use small cards - bull dozer, cement or concrete mixer, steel beam, pile driver - enlarge the list with children's help.
 4. Bring pictures of machines that have wheels. Mount on 9"x12" tag board. Arrange according to use.
 - extend word usage and increase vocabulary related to wheels
 - detect likenesses and differences in pictured objects
 - classify
 - pictures of wheels used for work
 - pictures of wheels used for play
 5. Math concepts:
Discuss size of machines, tools, etc. Compare size of machines
 - big, bigger, biggest.Count the number of wheels on machines.
1. Kit A, Language - Building Pre-Reading Skills, Manual p. 98-108.
Poster - L-6.
 3. Ginn Language Cards - Kit A.
Small cards S-31 through S-38
Manual pages 101-103.
 4. Correlates with Unit II, Lesson 9
"Wheels," Treasure Chart, Harper and Row.

THE CONSTRUCTION PROJECT

ACTIVITIES	REFERENCES AND MATERIALS
6. Filmstrips: "Mike Mulligan and the Steam Shovel."	6. Mike Mulligan - available at the audio-visual Center - S.F.
7. Stories: Norman Bates - <u>Who Built The Bridge</u> <u>Who Built The Highway?</u> Virginia Burton <u>Mike Mulligan and The Steam Shovel</u> Greene - <u>I Want To Be a Road Builder</u> <u>I Want To Be a Truck Driver</u>	
8. Songs and rhythms: "Steam Shovel"	8. "Steam Shovel" - page 26, Music for Young Americans - accompanying record.
Johnny's Work	Johnny's Work - Appendix F.
9. Evaluation: The teacher observes children's dramatic play, art work, interest in related stories, verbalization and conversations concerning construction work. These observations serve as a means of evaluating children's learning.	

APPENDIX A

EVALUATION

The evaluation for the achievement of the objectives concerning self-awareness is subjective. The teacher observes the child's reactions and rates the child according to the way she feels that he accepts and likes himself as a person, the way in which he functions in group situations, and the degree of confidence which he displays as he participates in the classroom activities.

Each teacher should keep a diary of comments made by the children during the school year that refer to occupations. Values and attitudes can be recognized. Each child should have the opportunity to respond to questions like: Who are our helpers at home, in school, in our neighborhood? An objective evaluation can be made by tabulating the successful identification of workers at the beginning of the school term and post-testing at the completion of the career study. The Peabody Primary People Cards (26) or the Helper Cards - M-44 through M-59, of the Ginn Language Kit A, Building Pre-Reading Skills may be used for objective evaluation.

APPENDIX B

KINDERGARTEN TOURS

The home is the "Launching Pad,"
the school - the "Briefing Station,"
and the world is our "Learning Center."

A guideline for a kindergarten tour is included. Some of these suggestions may offer additional ideas to the teacher for successful completion of a kindergarten unit.

Clear the plans for the tour with the school principal.

Make the appointment with the establishment to be visited well in advance of the anticipated visit.

Teacher visits the location in advance to determine points of interest, to check on vocabulary that might be emphasized, to estimate the time needed for the tour.

The individual who will serve as the guide should be given a written form a day or two preceding the visit with the following information:

- age of children
- number of children
- number of adults accompanying
- time of arrival
- questions that might be asked
- name, address, telephone number of teacher and school

Arranging transportation: If buses are not available notes should be sent home well in advance of the appointed day requesting assistance. Check with the school principal concerning insurance requirements for those who provide transportation.

It has been the general practice of this writer to arrange for one extra adult in each car, in addition to the driver.

Expectations in regard to discipline should be shared with those who are assisting.

Children wear identifying name tags. Each adult should be supplied with a list of the children's names who will be in his unit. Color coding is helpful. The name tags and the identification list should be of similar colors with differentiation of color according to group. Children identify with their color group, assistants readily identify their group.

Observe safety rules in boarding and leaving vehicles.
Children enter from the sidewalk side. NO JAYWALKING.

Classroom preparation: Careful preparation preceeds a tour. Background has been established through listening to stories, learning songs and fingerplays, developing a vocabulary related to occupations that will be viewed. A tour is a culminating experience in which the children are actually able to associate sounds, sights, smells, etc. with particular occupations. The anticipation and the exhilaration of the trip are enhanced by the teacher's enthusiasm, her sense of humor, her thoughtfulness in providing preparatory information. The child's curiosity, his expectations add to the dimensions of the tour. To give a sense of direction, the expectancies can be expressed in written form, for example:

WHAT WILL WE SEE? - A TRIP TO THE HATCHERY

Will we see: (illustrate with pictures or
simple drawings)

1. Eggs.Yes No
2. Baby chicksYes No
3. Mother chickens.Yes No
4. Baby ducks.Yes No
5. Mother ducks.Yes No
6. Man who sells the
chicks.Yes No
7. Tigers.Yes No
8. Lions.Yes No
9. An incubator.Yes No
10. A chicken drinking
fountain.Yes No

Each child should have the opportunity to think of a question that he might like to ask during the tour. Sometimes a child finds the entire experience too overwhelming to even ask the one question that he was planning to contribute. Additional experiences should prove to be helpful in developing confidence.

Role Playing: Fears are generated by the "unknown" so kindergarten children need to have explanations of what can be expected on a tour. A most complete method for helping children to anticipate and feel secure is to dramatize the entire trip - leaving the classroom, entering the car, the ride to the destination, leaving the car, entering the building, meeting the personnel, being observant and alert on the tour, asking the questions prepared for the guide (those generated by the actual tour will be spontaneously given), returning to the car, the ride back to school, returning to the classroom and anticipating the follow-up.

Grouping: When transportation has been arranged the grouping of the children can be planned. If parents are providing transportation then the child whose parent is driving will be the leader or host for that particular car. One way of organizing the grouping is for each host to select the people who will ride in his car. It may be well to consider that each car include both boys and girls in the grouping.

The hosts or leaders station themselves at different spots in the classroom outside the kindergarten group. Each host takes his turn in choosing a boy until all the boys are chosen. The host then begins choosing the girls until all the girls are selected. As each child is chosen by the leader, the selected child leaves the group and joins his host's group. The teacher or classroom aide records the names of the children included in the group.

Dramatizing the Projected Field Trip: The children gather in their groups, pretend to leave the classroom and go to the car. Children enter the car from the sidewalk. The last child to enter the car is responsible for closing the door. The host pretends to be the driver of the car.

- fasten seat belts, lock the car doors
- conversation in the car: Observation of activities along the route.
- reach destination
 - adults leave the car first
 - last person out closes the door
 - group stays together
 - each person has a "buddy"

(THE KINDERGARTEN ROOM NOW BECOMES THE TOUR CENTER)

The teacher serves as the tour guide, directs the children to the different anticipated interest centers, expressing statements like: "I wonder what I smell!" or "What is the peculiar object over there?" and "I wonder if we will see. . . . like we read in the story yesterday." Each child has an opportunity to ask his special question. The children take turns, are reinforced for saying "thank you" and for extending courtesies.

The groups return to the cars, observing safety rules - as before. The drivers return to the school, park in the pre-arranged spot. The children practice saying "Thank You" to the driver and the other helper in the car before returning to the classroom.

As the dramatization of the tour is completed the teacher gives the children an opportunity to respond to the feelings experienced on the "Pretend Excursion." The curtain has been removed from the "Unknown" and the children should be ready for a meaningful and enriched experience.

THE ACTUAL TOUR

After completing the tour and the groups have returned to the classroom, attended to bathroom needs, etc., the groups meet to share observations, feelings, reactions to the tour. During this conversation the new vocabulary words should be used extensively. It might be convenient to make a list, immediately, of the new words that were learned. Other activities are included as seems appropriate at that time and in the days following the excursion.

Suggested activities following a tour:

- write a group letter of appreciation to the business establishment and to those who assisted.
- children have an opportunity to verbalize feelings.
- have a guided discussion of the workers contribution to the community.
- write an experience story.
- make a list of associative words.
- record (tape) a report of the tour (date, and related identifying date included).
- pantomime some of the workers who were observed.
- draw or paint scenes of someone at work.

Evaluation: The concepts assimilated as a result of the tour can be recognized by observing the children in their free play activities; through noting the verbalization relative to the tour; through details added to children's art work; the contributions to creative poetry, songs and stories. Evaluative data can be gathered through the taped reports, diary notations, the murals, the stories, poems and songs that have been developed with the children. This data can be shared with parents at different times during the school year. Children also should have the opportunity to evaluate their progress and growth through viewing and reviewing their achievements.

Examples of Follow-up Stories

We went to the
Police Station.

We saw:

1. Many policemen.
2. Many squad cars.
3. Lost bicycles.
4. Finger print room.
5. Police Chief _____.
6. Guns and handcuffs.

Officer Condon was our guide.

Our Trip

The sun was shining,
The trip was fun.
Officer Condon showed us
a gun.
Men in uniforms
working at desks,
Some were in squad cars
doing their best
To be the top law
enforcement group
in the world!

APPENDIX C

Ideas for Self-Awareness and Career Awareness Activities:

1. The child draws a picture of what he would like to be when he grows up.
2. The child draws pictures of work done by dad, mother, or other members of the family.
3. Role play activities of workers; provide opportunities for dramatization, free play, use of puppets.
4. Write experience stories about "When I Grow Up."
5. Visit local establishments in the neighborhood. Have the guide introduce the workers and explain how the people work together.
6. Arrange a simulated grocery store, candy store, or a post office so the children can role play the occupations observed on a field trip.
7. Write experience stories following visit to a business place or other occupational tour.
8. Sequence of events: When making pictures of the events related to a walk or visit, arrange the pictures to form a sequential report of the activity - forming a mural.
9. Walk outline: Use a large sheet of wrapping paper. Outline the route before going on the walk. Take a walk. Details may be added when returning as the children tell what they saw on the trip, such as trees, cars, stop sign, people working, children playing, etc.
10. Demonstrations or talks given by a father or a mother explaining the work or showing the tools of their regular workday.
11. A visit from a worker: Postman, Principal, School Secretary, others who are willing to talk about their jobs.
12. Display area for: Tools used by different workers.
13. Bulletin boards can be used to display:
 - HATS OF THE TRADE
 - UNIFORMS OF THE TRADE (pictures or actual clothing)
14. Visits to: Hatchery, Candy Shop, Tour of the School, Police Station, a farm.

15. Make a sound tape recording of occupational sounds. Children may assist in making this tape. Replay - children identify the occupation from listening to the sound. Example: School Secretary would be identified through the sounds of typewriter, telephone ringing, a file drawer being opened and closed, the ditto machine.
16. Bulletin board of sounds: The display area for introducing sounds of letters of the alphabet can be correlated with the career program. Children bring objects that have a beginning sound of the letter that is being currently introduced. The discussion may be broadened to include: "Who would make this object?" or "Who sells this object?"
17. Arrange pictures of things that go together such as: tools, articles of clothing, fruits, vegetables.
18. Matching: Use pictures of tools and workers. Children match tools with the worker.
19. Matching: Use flannel board, match "Hats of the Trade" with "Tools of the Trade ."
20. Charades: "What am I doing?" Child does actions and children try to guess what worker he is imitating.

APPENDIX D

Self-Awareness Poems and Fingerplays:

WHAT FEET CAN DO

Louis Binder Scott

Feet can dance and
Feet can skip

Feet can run fast
Feet can trip
Feet can hop and
Feet can climb

Feet can jump rope
To a rhyme.
Feet can tiptoe very still
Feet can help slide
Down a hill.
Feet can skate
Down the street.
What can you do
With your feet?

WHAT HANDS CAN DO

Louise Binder Scott

Hands can lift
A boy or chair
Hands can toss things
In the air.
Hands can sweep
The kitchen floor.
Hands can open
The front door.
Hands can cut and paint and draw,
Hands can carry, clap, and saw.
Hands can lead rhythm bands
What can you do with your hands?

My 2 eyes are winkers,
My one head a thinker.
My 2 ears are hearers,
My 10 fingers are feelers,
My one nose a smeller,
My two lips are tellers,
My 2 feet are walkers,
My one tongue a talker,
Winkers, thinker,
Hearers, feelers,
Smellers, tellers,
Walkers, talkers,
Now you see a picture of me.

Quiet Time

My feet are still
My legs are still
My hands are folded and still
My arms are still
My lips are still
My eyes are still
This is my quiet time.

What Am I?

(A Jack-O-Lantern riddle)

A face so round,
(with both hands form a large circle)
And eyes so bright
(touch eyes)
A nose that glows -
(touch nose)
My, what a sight!
(clap hands)
A fiery mouth
(touch mouth)
With jolly grin,
(stretch mouth)
No arms, no legs, just head to chin.

APPENDIX D

Self-Awareness Poems and Fingerplays

RELAXATION

My hands upon my head I'll place
Upon my shoulders,
On my face.
At my waist
And by my side,
And then behind me
They will hide.
Then clap, clap, clap,
And one, two, three, (hold up
one, two, and three fingers)
Just see how quiet
They can be!

Raggedy Ann (Relaxation) (respond with body motions)

Raggedy Ann is my best friend
She's so relaxed, just see her bend.
First at the waist
And then at the knee
Her arms are swinging wide and free.
Her head rolls around like a rubber ball
She hasn't any bones at all.
Raggedy Ann is stuffed with rags
That's why her body zigs and zags.

APPENDIX E

Family Related Poems and Fingerplays:

From: School Readiness, Treasure Chest, page 20.

Daddies by Janet Frank

What do daddies do all day?
Daddies work while children play.
They work at desks,
They work in stores,
in factories
and out-of-doors.

Daddies fix the clothes we wear.
Barber Daddies cut our hair.
Some Daddies help us keep well-fed.
They make buns and cakes and bread.

Some build planes.
Some make them fly.
Some catch fish for us to fry.

Dads make clocks
and Dads make chairs.
Farmer Dads grow corn and pears.

Dads are sailors dressed in blue.
And Daddies are policemen, too.
Some Daddies mend our broken toys.
And some teach little girls and boys.

Dads dig coal
and Dads drive cars.
Dads put food in cans and jars.

Doctor Daddies keep folks well.
Daddies paint
and Daddies sell.
Daddies sit at desks and write
the books we read in bed each night.

Dads make steel
and Daddies sing.
Dads do almost everything.
But when they've worked the whole
day through,
what do they like best to do?
By taxi, train, by car and bus,
Daddy rushes home - to us.

A Family of Rabbits (Use as a finger play)

A family of rabbits
lived under a tree,
A father and mother
And babies three.
Sometimes the bunnies
Would sleep all day,
But when night came,
They liked to play.
Out of the nest
They'd go creep, creep, creep,
While the birds in the trees
Were all asleep.
Then the bunnies would
Scamper about and run up hill
Oh, what fun!
But when mother said
It was time to rest
Pop - they would scamper
Right into their nest.
(clapp hands quickly and
hide right hand under left arm.)

Christmas Rabbits

Do rabbits have Christmas
I wonder, I wonder!
They have little fir trees
To celebrate under.
But do they have secrets
and smiles on their faces?
Let's hide some carrots
in rabbitry places.

APPENDIX F

Safety - Construction - Transportation - Helpers

Peabody Manual I, page 18.

Portland: Career Education-
An Idea Book, #238.

STOP FOR ME

Jet plane, jet plane,
White as can be!
Jet plane, jet plane,
Stop for me! (arms out as wings)

School bus, school bus,
Yellow as can be!
School bus, school bus,
Stop for me! (pretend driving)

Bicycle, bicycle,
Blue as can be!
Bicycle, bicycle,
Stop for me! (pretend riding)

Pony, pony,
Brown as can be!
Pony, pony,
Stop for me! (pretend riding)

SAFETY

Stop, Look, and Listen
Before you cross the street.
Use your eyes (point to eyes)
Use your ears (point to ears)
And then you use your feet.
(stamp feet)

JOHNNY'S WORK

(Pound in unison with one fist
and chant gaily.)

Johnny works with one hammer,
one hammer, one hammer.
Johnny works with one hammer,
all day long.

(Pound with two fists.)
Johnny works with two hammers,
two hammers, two hammers.
Johnny works with two hammers,
all day long.

(Pound with two fists and one heel.)
Johnny works with three hammers,
three hammers, three hammers,
Johnny works with three hammers,
all day long.

(Pound with two fists and two heels.)
Johnny works with four hammers,
four hammers, four hammers,
Johnny works with four hammers,
all day long.

(Pound with both fists, both heels,
and nod head.)
Johnny works with five hammers,
five hammers, five hammers,
Johnny works with five hammers,
all day long.

(Fold arms, put head down, and
close eyes.)
Johnny has to rest now,
rest now, rest now.
Johnny has been working hard,
all day long.

APPENDIX F

Safety - Construction - Transportation - Helpers

School Readiness, Treasure Chest
page 46.

HELPERS

Wheels by Kathryn Jackson

A wheelbarrow runs on just one wheel.
A bicycle goes on two.
A tricycle needs all three of its wheels.
Take one off, and down goes you.

A car has two big wheels in front
and two big wheels in back,
and a spare in case one goes flat,
and a steering wheel for steering with,
and a horn that goes beep! like that.

A truck has double wheels in back -
A big bus has them, too.
But the fastest wheels are the eight
red wheels
on the hook and ladder - whooooo!

And when you're in bed, a silvery wheel
Rolls slowly across the sky, while
all sorts
of wheels go by in the dark.
You can hear them if you try.

THE DOCTOR

I'd like to be a doctor
And help someone who's sick
My case I'd open quickly
And first take out a stick.
I'd look down the throat carefully,
And never cause a tear.
Then, with a light I'd peek
Into each little ear.
Next with a stethoscope I'd hear
Just what went on inside.
"A little pill, a day in bed"
Is what I would prescribe.

THE MILKMAN

I drive my truck along the streets,
(steer)
Then at a house I stop.
(pull brake)
I take cartons carefully,
So not a one I drop.
Then hurry, hurry to the door
I leave the milk and then
It's time to go back to my truck
And drive along again.

Miss Polly had a Dolly

Miss Polly had a dolly that
was sick, sick, sick.
She called for the doctor
to come quick, quick, quick.
The doctor came with his coat
and his hat.
And rapped at the door with
a rap, tap, tap.
He looked at the dolly, and
he shook his head.
And he said, "Miss Polly, put
her straight to bed."
Then he wrote on some paper
for some pills, pills, pills.
I'll be back in the morning
with my bill, bill, bill.

APPENDIX G

Self-Awareness Games:

Dinkmeyer, Don. Developing Understanding of Self and Others
American Guidance Service, Inc. Circle Pines, Minn., 1970.
Games: page 33

#4 "Who Is It"

The purpose of this activity is to make the children aware of the distinguishing characteristics of each member of the class. Describe one of the children in the class, emphasising only positive qualities. Let the other children guess the child's identity. When they have the idea of how to give the description, let them give the clues about someone. Begin with physical characteristics and gradually shift to the other characteristics.

#5 "Identification Game."

The purpose of this game is to help children become aware of themselves as individuals, - of their clothing as well as personality traits as seen by others.

Materials: Blindfolds

Have three or four children stand in front of the class. Blindfold them to see which one can identify himself from spoken descriptions of his clothing. Make the transition to other types of characteristics, such as he or she likes to draw cats, as soon as the children become familiar with the procedure of the game.

#7 "I'm Glad I'm Me Game."

The purpose of this game is to reinforce the child's confidence in his individual worth. Ask each child to volunteer something good about himself. If he does not readily respond, ask the class "Who can tell us something good about _____ (child's name)?" If no response is forthcoming, be prepared to supply an idea.

AWARENESS OF SOUNDS:

To help children become aware of "high" sounds and "low" sounds, also, teaches the concept of "up" and "down", -"short" and "long," -"top" and "bottom."

Use kindergarten blocks and Melody Bells:

Arrange the blocks in graduated stair steps (8 steps - one octave). Place a melody bell on each step. (C- D- E- F- G- A- B- C)
-call attention to "up the steps" - "down the steps"

-call attention to the length of the Melody Bells, the shortest bell is on the highest step, the longest bell is on the lowest step.

Demonstrate: "Low" - first step.

"High" - Top step.

Children try to match tones with voice - (octave tones of low - high)

Play the entire octave matching tones with voice.

Play the octave (ascend then descend) -

Sing: "Up the lad - der we are climb - ing"

"Down, down, down, down, down, down, down, down."

APPENDIX G

Games:

Game: "Red Light, Green Light"
(page 32, School Readiness,
Treasure Chest)

In the room, gym, or on the ... mark off 2 parallel lines, distant enough from each other to provide plenty of running space. Choose one child to be the "caller." Have the other children spread out along the opposite line facing the caller. The caller gives the signals. When he says, "Green light" the children run toward his line. When he says "Red Light" they must stop immediately. If a child moves after the signal "Red Light" is given, he must return to the starting line and begin again. The object of the game is to be the first one to cross the caller's line. The winner is then the next caller.

LOLLIPOP GAME (Selling)

Cut circles of colored paper and glue them on flat sticks to form "lollipops". The lollipops are on a small table in the center of the circle. The children are seated in a circle. One child skips around the ring while all chant, "Lollipops lollipops, who will buy my lollipops?" The one who is skipping stops before a child and asks, "What color Lollipop would you like today?" The child must then find the proper color that was selected and give it to the seated child, whose turn it is, then to skip around the circle. All children clap if the right color was selected. The game may be used in the same way by using color words in place of colors.

Game:

Speaker: "This must be mended quickly!"

All: "Cobbler, cobbler, mend my shoe.
Have it done by half past two.
Stitch it up and stitch it down,
Now, see with whom the shoe is
found".

The child who is "IT" covers eyes in the center of the circle. The shoe is passed around from child to child and when the verse is finished, the child who has the shoe hides it behind his back. All children place hands behind backs. The one who is "IT" may have three guesses as to who has the shoe. The child who has the shoe, is the next one to be "IT."

Rig-A-Jig-Jig

Children are seated in a circle. One child walks around the inside perimeter of the circle. He stops by a "friend" and says, "Would you like to ride my horse?" The new friend responds, "Yes, thank you." The new friend pretends to mount the horse and the two friends gallop (a coordination exercise) about the room while the children chant or sing:
Rig-a-jig-jig and away we go,
Away we go, away we go.
Rig-a-jig-jig and away we go,
On a sunny day.

Each child then chooses a new partner and the game continues until everyone in the group is galloping with a friend.

APPENDIX H

Making Music Your Own. Silver Burdett Company, General Learning Corporation, Morristown, New Jersey, 1966.

Mister Policeman.	Page 9.	Record I-Side 1
Open Shut Them.	Page 14.	Record I-Side 1
If You're Happy.	Page 101.	Record IV-Side 2
Postman.	Page 123.	Record V-Side 1
On The Farm.	Page 142.	Record VI-Side 1

Music For Young Americans, Kindergarten. American Book Company Audio Education, Inc., Chicago: American Book Company, 1959.

Community:

Postman.	Page 22.	Record, Side 1
Traffic Policeman.	Page 23.	Record, Side 1
Fire Truck Song.	Page 24.	Record, Side 1
Steam Shovel.	Page 26.	Record, Side 1
I Need A Haircut.	Page 26.	Record, Side 1
Looby Lou.	Page 43.	Record, Side 2
Simon Says.	Page 51.	Record, Side 2

APPENDIX I

Picture Story Set. Bowmar Publishing Corporation, Glendale, California

These picture cards (15" x 18") can be used to introduce ideas that relate to career awareness, also to use as a follow-up after children have actually experienced an activity relating to a particular picture card. Since children learn through experiencing, the picture can give the impetus to role play (play as the children are playing in the picture), and to stimulate discussion. The cards have suggested activities and accompanying stories on the reverse side of the cards.

The four sets that relate closely to the CASES program are:

Picture Story Set I - A About Myself (...beginning to understand myself as a unique person.)

1. I Am That Girl
2. Gary Knew All The Time
3. Here's My Name
4. My Own Place
5. I Can Do It Myself
6. My Birthday
7. We Can Choose
8. I'll Fasten It For You

Picture Story Set I - B My Family - My Home (...beginning to understand family relationships.)

1. We Are Four
2. We Are Five
3. We Are Six
4. We Are Seven
5. My Home Has Wheels
6. My Home Is Little
7. The Big Home
8. Many People Live Here

Picture Story Set I - C Other People Around Me (...beginning to react with and relate to persons other than family.)

1. Someone Likes Me
2. Two Friends
3. My Turn Will Come
4. What Shall She Wear Today
5. Mr. Harris Can Fix It
6. My Heart Beats
7. Would You Like Tea?
8. My Neighbor

Picture Story Set III - A Verbal Communication (...beginning to expand vocabulary.)

1. Hello
2. Can You Hear Me?
3. Three Dolls
4. I'm Flying To The Moon
5. I'm The Mother
6. I'm The Doctor
7. Finger Painting
8. Herman, The Clown

CHILDREN'S BOOKS

Alexander, Anne - Noise in the Night
 Amoss, Bertha - Tom in the Middle
 Anglund, Joan - A Friend is Someone Who Likes You
 Anglund, Joan - Look Out The Window
 Anglund, Joan - Love Is A Special Way Of Feeling
 Bason, Lillian - Isabelle and the Library Cat
 Bate, Norman - Who Built the Bridge?
 Bate, Norman - Who Built the Highway?
 Bemberly, Ed and Barbara - Night's Nice
 Brown, Margaret - Noisy Book
 Buckley, Helen - Grandfather and I
 Buckley, Helen - Grandmother and I
 Buckley, Helen - The Little Boy and the Birthdays
 Burton, Virginia - Little House
 Burton, Virginia - Mike Mulligan and the Steam Shovel
 Clune, Beth - Me
 Ets, Marie Hall - Talking Without Words
 Flack, Marjorie - Angus is Lost
 Flack, Marjorie - Wait for William
 Francoiso - The Things I Like
 Greene, Mary M. - Is It Hard? Is It Easy?
 Hefflefinger, Jane - At The Pet Hospital
 Howell, Virginia - Who Likes The Dark?
 Hurd, Edith - Mr. Charlie's Pet Shop
 Ilse, Margret Vogel - The Don't Be Scared Book
 Johnson, Corckett - Benjy's Blanket
 Johnson, L.V. - Night Noises
 Jones, William E. - Going To School
 Krasilovsky, Phyllis - Scaredy Cat
 Lenski, Lois - Little Lost Puppy
 Lenski, Lois - Papa Small
 Lenski, Lois - The Little Airplane
 Lenski, Lois - The Little Family
 Lenski, Lois - When I Grow Up
 Liong, Yen - The Skyscraper
 Lovett, Lois - Little Lost Kitten
 Lowery, Janette - Poky Little Puppy
 Marina, Dorothy - Where Are The Mothers?
 Munro, Leaf - Boo, Who Used To Be Afraid of The Dark
 Southey, Robert - The Three Bears
 Tamburine, Jean - Almost Big Enough
 Thompson, Vivian - Sad Day, Glad Day
 Williams, Gweneira - Timid Timothy
 Zolotow, Charlotte - A Father Like That
 Zolotow, Charlotte - Someday
 Zolotow, Charlotte - The Hating Book
 Zolotow, Charlotte - The Quarreling Book
 (The Green "I Want To Be..." series is listed in Appendix A - First Grade - CASES)

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SUGGESTED OUTLINE FOR INCORPORATING CAREER EDUCATION INTO THE EXISTING SOCIAL STUDIES CURRICULUM FOR FIRST GRADE

THE CAREER EDUCATION PROGRAM FOR FIRST GRADE IS DIVIDED INTO THREE SECTIONS:

SELF AWARENESS

The emphasis on self awareness would come at the beginning of the school year with many of the activities to be carried on throughout the school year.

FAMILY

This section can be incorporated in the "At Home With Our Family" and "Seeing Homes in Other Lands" existing units.

WORKERS

It is suggested that three weeks be spent on the "Workers" section which can be easily correlated with the "Families in the Community" unit in the present social studies guide.

THE ACTIVITIES LISTED FOR EACH SECTION ARE ONLY SUGGESTION FOR THE TEACHER. IT IS UP TO THE TEACHER TO CHOOSE THOSE WHICH SHE WANTS TO USE TO ENHANCE OR EXTEND HER PRESENT TEACHING UNITS.

THE ACTIVITIES LISTED IN EACH OF THE THREE SECTIONS ARE NOT IN A STRICT SEQUENTIAL ORDER. THE TEACHER MAY FIND IT HELPFUL TO READ THROUGH ALL OF THE ACTIVITIES BEFORE BEGINNING ANY OF THEM.

FIRST GRADE
SELF-AWARENESS

CONCEPTS

Each child needs to learn about himself as a part of the preparation for the world of work.

Effective communication helps people cooperate and work well together.

Career development is related to the total development of an individual.

TEACHER OBJECTIVES

To provide each child the opportunity of answering the question "Who Am I?"

To provide the child with the opportunity to develop a more realistic perception of self.

To develop positive attitudes of acceptance and respect for the self and for others.

BEHAVIORAL OBJECTIVES

At the end of the unit on Self-Awareness each child will be able to tell four ways he is like other children.

At the end of the unit on Self-Awareness each child will be able to tell four things about himself that are different from other children.

At the end of the unit on Self-Awareness each child will be able to state his full name and tell something that he or she likes and dislikes.

FIRST GRADE
SELF-AWARENESS

ACTIVITIES	REFERENCES AND MATERIALS
1. Begin <u>About Me</u> books. Each child makes his own book. The book may include photographs, drawings, paintings and magazine pictures. The pictures may show the child, things he likes and dislikes (sights, sounds, foods, places and etc.)	1. Construction paper, newsprint, paints, crayons, brass fasteners, old magazines and photographs brought by the children.
2. Introduce SRA Focus on Self-Development, Stage one: (This material is not available in all buildings. Many of the activities listed below are taken from this manual. They are included because they are activities that may be done without the published material.)	2. SRA Focus on Self-Development Kit, Stage one: Awareness
3. Classmate of the Week. Let a child draw a name from a box that has the names of all the students in the class. The child whose name is drawn becomes the classmate of the week. He, with the help of his teacher (or an aide) writes a story about himself to share with the rest of the class. He can be given some special privileges such as choosing the story to be read to the class each day and choosing a game for the class to play. A classmate of the week bulletin board might be made with a photo or a self-portrait of the classmate and the story about himself. The following week, this child draws the name of the new classmate of the week.	3. Box that contains the names of all the children in the class

SELF-AWARENESS

ACTIVITIES	REFERENCES AND MATERIALS
4. Have the students use scales, mirrors and a tape measure to arrive at conclusions regarding differences in height, weight, hair, eye and skin color.	4. Mirror, scale, tape measure.
5. The teacher could attach a length of brown paper to one wall of the classroom and help each child mark his height and weight on it. Do this again later in the year, using the same paper, so the child will be able to see his growth.	5. Scale, tape measure, brown or any other colored paper SRA Focus on Self-Development Stage One: Awareness Teacher's Guide pp. 21.
6. The teacher and pupils might collect pictures of five and six year olds from old magazines and newspapers to make a collage of faces for a bulletin board display. The wide variety of faces pictured will provide an opportunity for the teacher to lead into a discussion of similarities and differences between people-ethnic as well as individual. In order to put differences into perspective, the discussion may include such questions as these: Why do they (or don't they) matter? Are some differences more or less important than others? What would it be like if people did not look different from one another? How are all the pictures on the board alike?	6. Old magazines and newspapers
7. If enough pupils have photographs of themselves as babies, they may bring them to school and the class might try to guess the identity of the person in each picture. If school photos are available, the children might try	7. Photographs of the children as babies that they bring from home, school photographs, if available

SELF-AWARENESS

ACTIVITIES

REFERENCES AND MATERIALS

to match the baby pictures with the current ones (to reinforce the fact that everyone has distinctive features or unique characteristics, and to illustrate change and growth).

8. Past, Present and Future bulletin boards might be arranged. On the Past section would be baby pictures of the children; on the Present, current photos or the child's self-portrait; on the Future, pictures drawn by the children to show how each one thinks he will or would like to look when he is older.

9. Do Units A, B, C, and D. (If available)

10. If puppets are available the teacher or pupil might use a puppet to tell the class a story about someone who is very happy today. It is a holiday and he is going to play all day with his friends. This is a good way to describe emotions, such as fear and anger, that the child might be reluctant to attribute to himself.

11. The class might practice making faces to indicate their expressions when they feel certain ways. For example: happy, sad, angry, afraid, proud. This should reinforce their association of the words with the expressions. The pupils might watch each other making faces and take turns guessing the feeling being expressed. They might also observe their own faces in a mirror.

8. Baby pictures that the children bring from home, school photographs, drawing paper, crayons or paints.
SRA Focus on Self-Development
Stage One: Awareness Teacher's Guide pp. 21

9. SRA Focus on Self-Development Kit, Stage One: Awareness

10. Puppets that are commercially made or any that the children may make (See Puppetry Handbook)

11. Mirror

SELF-AWARENESS

ACTIVITIES

REFERENCES AND MATERIALS

12. The following open-end sentences may be used for group discussion, individual conferences, or topics for drawings or written assignments.

One thing I can tell you about myself is _____

If I could look just the way I wanted to, I would _____

I look like _____

One way I am like everyone else is _____

The thing I do best is _____

One thing I can't do very well is _____

If I were shorter, I would be able to _____

If I were taller, I would be able to _____

13. Use pictures to show a variety of situations in which people are interacting. They might be used to stimulate group discussions, or role-playing, or a topic for drawing or writing. Use pictures such as: Father reading to a child, Group of happy children, Unhappy child being consoled by an adult, Children and an adult showing affection, Man admiring a child's artwork, Mother and children making something in the kitchen, Group of children playing and one child off by himself.

14. The following open-end sentences might be used for discussion, for individual conferences or for topics for drawing or written assignments.

12. SRA Focus on Self-Development
Stage One: Awareness Teacher's
Guide pp. 22

13. Pictures of groups of
people interacting .

Ginn Elementary English Book I-1
Discussion Pictures for Beginning
Social Studies (Harper and Row)

14. SRA Focus on Self-Development
Stage One: Awareness Teacher's
Guide pp. 35

SELF-AWARENESS

ACTIVITIES

REFERENCES AND MATERIALS

Most of the time I feel _____
I feel happy when _____
I am sad when _____
I am afraid when _____
Feelings are _____
Sometimes I can tell how you feel
by _____
Sometimes you can tell how I feel
by _____

15. The class might role-play their reactions to various situations, such as receiving an invitation to a birthday party or going on a camping trip, etc. The teacher might ask a pupil to react to the situation by using facial expressions and arm and hand gestures, and possibly by talking. Situations might include watching a parade, finding an injured animal, getting a new set of clothes or a new toy, winning a game, going to the dentist, being pushed or shoved.

16. The following open-end sentences might be used for group discussion, for individual conferences, or as topics for drawing or written assignments:
Being with people is _____
Being alone is _____
I am lonely when _____
I like to be with people when _____
I don't like to be with people
when _____

17. The teacher might ask the class to think of specific people they learn from-- brothers, sisters, parents, other relatives, friends, teachers, people on TV, people who write books, and others. The

16. SRA Focus on Self-Development
Stage One: Awareness Teacher's
Guide pp. 42

17. Magazine pictures, drawing
paper, crayons or paints
SRA Focus on Self-Development
Stage One: Awareness Teacher's
Guide pp. 25

SELF-AWARENESS

ACTIVITIES

REFERENCES AND MATERIALS

teacher might list these names on the chalkboard, or the pupils might draw pictures of people they learn from. A bulletin board titled "People We Learn From" might be arranged using the children's artwork or magazine pictures to portray the people. As a variation of this activity, the teacher might propose that the class make a list named "People, People Learn From". Certain people might be selected from the list, for example: mother, brother, teacher, TV personality, and the class may discuss and then list what and from whom these people learn. (It is important to emphasize that everyone is in some respects always a learner.)

18. The following open-end sentences might be used for discussion:

Something I'd like to learn about is _____

One person that I've learned a lot from is _____

I'm glad that I've learned how to (learned about) _____

One important thing I'm learning in school is _____

Something I've learned from my friends is _____

Sometimes I like to think about _____

One thing I could teach someone else is _____

19. Students may make a mural on which they show the many jobs they have performed over a period of time. Following a discussion of the work he has done, the student may cut out and label pictures for "My Job

18. SRA Focus on Self-Development
Stage One: Awareness Teacher's
Guide pp. 26

19. Long length of paper to draw the mural on, old magazines

SELF-AWARENESS

ACTIVITIES

REFERENCES AND MATERIALS

Notebook" to show that he can do many jobs.

20. AGS DUSO Program Units I through VIII (This material is not available in all buildings. The following activities are taken from this program and can be done without the rest of the published material).

21. Have the class make "ME" buttons or badges. Each child makes his own out of the material that he chooses. After they have worked on the badges, comment on each child's creation. Show that each badge is representative of, and important to, its creator.

22. "Who Is It?" game. To make the children aware of distinguishing characteristics of each member of the class, describe one of the children, emphasizing only positive qualities. Let the other children guess the child's identity. When they have the idea of how to give the description, let them give the clues about someone.

23. Identification game. To help the children become aware of themselves as individuals, of their clothing as well as their personality traits as seen by others, have three or four of the children stand in front of the class. Blindfold them and see which can identify himself from the spoken description.

24. To help the children see what ideas and values he has that

20. American Guidance Service, Inc. DUSO Program (Develop Understanding of Self and Others)

21. Colored paper, drawing paper, crayons, paints, etc., any other materials that would be appropriate for the "ME" badges.

23. Blindfolds for three or four children

24. Drawing paper, crayons, paints, colored chalk, etc.

SELF-AWARENESS

ACTIVITIES

REFERENCES AND MATERIALS

are different from other children in the class, have each child draw a picture of the most beautiful thing he has ever seen, the funniest, or the most frightening. Have everyone draw on the same topic. Let each child tell about his picture. Use the pictures to point out that we are often different in what each of us considers beautiful, funny, etc.

25. Flip-face Frowny Brown. To get the child to express himself by telling about a time when he felt bad, have him make a Flip-face Frowny Brown. Give each child three circles of paper the same size. Tell them to make a smiling face on one circle, and a frowning face on the other. Fold them in half straight down the middle and paste the back of the left side of one to the back of the right side of the other. Then paste the remaining half of each face to the third circle, which is blank. The child now has a flip-face head which can be turned over to show either a smiling or a frowning face. Have the children use the happy-sad face to tell about a time when they were not happy with themselves and a time when they were happy.

26. How Do You Feel? game. Have each child make a happy-sad face from two small paper plates or two circles of the same size. On one circle make a happy face and on the other a sad face. Paste them together back to back with a pencil or a dowel in between, lollipop fashion. Read the following statements to play the

25. Three circles of white or manila drawing paper for each child, paints, crayons, paste
DUSO American Guidance Service
Teacher's Guide pp. 44

26. Two small paper plates for each child or two circles cut from white or manila paper, crayons, paints, etc. pencils or dowels for each child.

DUSO American Guidance Service
Teacher's Guide pp. 56

SELF-AWARENESS

ACTIVITIES

game. Have the children show the face that expresses how they feel. As a variation the children could make the expressions on their own faces. (See Appendix A for statements to use with the game.)

27. For books for independent reading or "Storytime": see Appendix B.

28. For poems Appendix C

29. Songs Appendix D

30. Evaluation Appendix E

REFERENCES AND MATERIALS

FILMSTRIPS FOR SELF-AWARENESS
Consideration for Others 101084
Noisy Nancy Norris 101037
Health Stories Series 101216
Guidance Stories 101105

TEACHER REFERENCE

People and Their Actions Units
3 and 4
You and Me Part 4
Just Like Me
Exploring With Friends pages 7-20
and 23-42

FLAT PICTURES

Myself Picture Story Set I-A
Other People Around Me Picture
Story Set I-C Bowmar Publishing
Company

FIRST GRADE

FAMILY

CONCEPTS

Some workers produce services; others produce goods.

People in the family, community and world depend on each other.

Individual differences determine a person's choice of occupations.

Observing people at work enlarges the child's general knowledge of occupations.

TEACHER OBJECTIVES

To develop in children an insight of the family as an institution and into their own family group.

To develop in children a better understanding of the relationship between parents and children and between brothers and sisters.

To develop in children a realization of the responsibility of each member to the family group.

To help children discover that the family fulfills important economic, social and political needs.

To help children discover that every family consumes products.

To help children discover that before anything can be consumed, it must first be produced.

To help children discover that people who make useful things or who do useful work are producers.

BEHAVIORAL OBJECTIVES

At the end of the unit on the Family each child will be able to name his father's and mother's occupations and be able to state at least one specific duty of each.

At the end of the unit on the Family each child will be able to state at least one reason why his father's and mother's occupations are important.

At the end of the unit on the Family each child will be able to state whether the jobs of his parents deal with a product or a service.

FAMILY

ACTIVITIES	REFERENCES AND MATERIALS
<p>1. SRA OUR WORKING WORLD Series <u>Families at Work</u> Lesson I (Getting to Know the Family) Lesson II (Families are Alike) Lesson III (Families are Different) Lesson IV (How Do Families Produce?) Lesson V (Dividing the Work) This material is not available in all buildings. Many of the activities in this section are taken from the series as they can be done independent of the Published material.)</p> <p>2. Game. Classification of family members.</p> <p>3. Students interview their parents at to the kind of job the parents have, likes and dislikes about the job, training needed, if reading, writing, listening and speaking are important for the job. (See Appendix F for suggested questionnaire.)</p> <p>4. Send letters home with the children concerning parent's occupations. Discuss the kinds of work represented in the class. (See Appendix G for suggested letter.)</p> <p>5. After a brief discussion of the idea that people who use or consume things are consumers, the children might draw examples of consumers they know. The teacher should ascertain that the children do indeed draw people who are consuming. The drawings may be displayed under the heading "Consumers". Pictures that the children find in magazines may</p>	<p>1. SRA OUR WORKING WORLD Series <u>Families at Work</u> Records and Teacher's Guide</p> <p>2. Peabody Language Development Kit Level I Guide page 84</p> <p>3. Questionnaire for use with parent interview</p> <p>4. Letter of inquiry concerning occupations of parents</p> <p>5. Old magazines and/or drawing paper</p>

FAMILY

ACTIVITIES

REFERENCES AND MATERIALS

also be used. Do the same type of activity with pictures of producers. Be sure to check that the children do find or draw pictures that are indeed those of a producer. Display these with a heading "Producers".

6. Plan a class bulletin board showing the distribution of occupations of the mothers in the class. Label one section PRODUCERS OF GOODS and the other section PRODUCERS OF SERVICES. Place a child made picture of mothers in appropriate section or simply use labels (Karen's mother). Be sure that the children are aware of the difference between a producer of goods and a producer of services.

7. Brainstorming. Divide the class into two teams. Give one group two minutes to name all the things they can that their family consumes. Then have the other group name all the things they can that their families produce. Give them the same amount of time.

8. Each child may contribute to a collage by drawing a picture of himself surrounded by things he feels are important to him and his family. Each child will tell why he thinks the things he chose are important.

9. The teacher can tell the children they will play a game about producers of goods and producers of services. The children must remember that producers of goods and producers

6. Paper for drawing pictures and making labels

9. Drawing paper, crayons, etc. for making pictures

FAMILY

ACTIVITIES

REFERENCES AND MATERIALS

of services do useful work. The teacher might say--"I am thinking of a father who is building a boat. If he is a producer of a service stand up. If he is a producer of goods clap your hands." After the question is answered by the childrens clapping the teacher may ask-"Who can tell a story about it?" The child answering must use complete sentences in his story. Other examples that may be used are; "I am thinking of a father who is giving his little boy a haircut. I am thinking of a man who raises tomatoes. I am thinking of someone who is a teacher's aide."

10. Producers of Goods and Producers of Services Game. Have the children sit in a circle while music is played. Two pictures are passed around the circle. One picture shows a producer of services and the other a producer of goods. When the music stops suddenly, the child who is holding the picture at the time must tell whether he has the producer of goods or the producer of services.

11. To aid the children in discovering what constitutes useful work, the class can play a game in which the teacher describes a variety of situations or activities. The children respond by telling whether or not such activities are useful. Among the activities that could be counted as not useful, the teacher could include a boy shoveling snow onto the sidewalk, a girl

10. Economic Education Experiences of Enterprising Teachers
Volume 6 pp. 12

FAMILY

ACTIVITIES

REFERENCES AND MATERIALS

watering the lawn in the rain,
a man making a boat in the middle
of the desert, a teacher teaching
to an empty room.

12. "Producers Club" To organize a "Producers Club" have each child select a job that would be among his responsibilities at home. A note should be sent to the parents explaining this project or club. Among the jobs the child may choose could be; sweeping the patio, setting the table, drying the dishes, making his bed, and etc. Officers (A president and secretary) may be elected, and weekly meetings held. The children will begin to learn the rudiments of parliamentary procedure. The meetings would consist of reports on their jobs, (had they been producers?) Discuss whether or not the child had fulfilled the responsibility of the job he had selected.

13. To help children distinguish between the producers of goods and services in the home the teacher might cut pictures from magazines. The pictures can be divided in to separate piles containing producers of goods and producers of services. Drawing from the pile of producers of goods the teacher may hold up one picture after another asking each time, "What is this person producing? Is this person producing a useful thing? What do we call a person who is producing a useful thing? Do the same thing with pictures from the pile of producers of services.

12. Economic Educational Experiences of Enterprizing Teachers
Volume 7 pp. 5

13. Pictures cut from magazines or obtained from any other source.

FAMILY

ACTIVITIES

REFERENCES AND MATERIALS

14. Discuss with the children the things that their family -- all families -- cannot get along without. From the answers the teacher should be able to help the children discover the three essentials that every family in the world needs; food, clothing, shelter. What are some things that your family consumes? What do we call people who use or use up things? Are all members of the family consumers? What must first be done to the things that any family consumes? (They have to be produced.) What do we call people who produce useful things or do useful work? Are all members of a family producers?

15. In order to help the children differentiate between producers and consumers this game may be played. The teacher describes someone who is either a producer or a consumer. The pupils clap hands if the person named is a producer or rap on their desks if the person is a consumer. Examples to use are; A person who is dusting the furniture, a person who is eating a hamburger.

16. The children may play a game of charades, guessing whether the actions of one group describe producers or consumers. The game may reveal to the class that one cannot produce without consuming. (If one writes a letter he consumes material as well as producing the letter.) If, however, this discovery is not made by the children at this time, the teacher need not bring it out.

FAMILY

ACTIVITIES

REFERENCES AND MATERIALS

17. Read or recite nursery rhymes. Have the children act out and identify who the producer and consumer might be. For example;
Little Miss Muffet
Little Jack Horner
Sing a Song of Six Pence
Hickety Pickety--My Black Hen

18. Have the children bring "Daddy Bags" to school with tools that their fathers use in their work at home. The children may tell what the tool is and how the father uses it.

19. Ask fathers and mothers to come to school and talk to the class about their occupations. When possible have them wear or bring uniforms, tools or other equipment that they use in their work.

20. Field trips to places where parents work.

21. Game; Have the children play "What is My Line" or "Charades" using occupations of their parents.

22. Role play using props that the children bring from home. These may be hats, tools, etc. that their parents use in their occupations.

23. Have the children plan a Puppet Show. Each of the children involved in the show should make his or her own puppet. (See Appendix H or Puppetry Handbook)

24. Make a class chart that shows occupations of the fathers in the class. Use the chart to point

18. Large grocery bags that the children label "Daddy Bags"

19. Refer to letter to parents concerning their occupations.

20. Refer to letter to parents concerning their occupations
FIELD TRIP GUIDE

22. Hats, tools, and etc. that the children are able to bring from home. If they are not able to bring any they make what they choose from paper.

23. Materials and methods for puppets are listed in the
PUPPETRY HANDBOOK

24. Chart Tablet or any large paper. Refer to letter to parents concerning occupations

FAMILY

ACTIVITIES

REFERENCES AND MATERIALS

out what the occupations have in common, how the occupations are different and the importance of all occupations to the self and others.

25. Have the children find out about different jobs that the parents in the class have had. Discuss why they changed jobs. How did the change in jobs cause changes for the rest of the family? If the family moved, how did they move? Bring out the occupations involved in moving.

26. Write or tell stories using open-end sentences to get the children started. Examples;
I wish that my Dad and I could _____
I like it when my Mother and I _____
I like it when my Dad and I _____
I wish that my Mother and I could _____
I wish that my Dad and I _____
could _____

27. Continue working in the About Me books. Include drawings, photographs and paintings of the child with his family, scenes of the family working and playing, the parents at work at their occupations, pictures of things that the family consumes and produces.

28. Role play. The teacher may present a situation involving a common family problem. Have the children role play to show possible solutions to the problem. Examples; The child has regular duties to do at home---they have not been done. It is time for the child to go to bed---he wants to stay up.

26. Writing paper
You may want to use the tape recorder to record oral stories

27. Paper, paint, crayons, photographs that the children bring from home and old magazines to cut pictures from

FAMILY

ACTIVITIES

REFERENCES AND MATERIALS

29. Students may want to make a "Class Movie" showing scenes of fathers working at their occupations, mothers working at home or away, children helping at home, families having fun together. Students narrate as the movie is shown.

30. Students fill in the "Job Tree". This may be taken home so the parents may help the child.

31. SRA Focus on Self-Development Stage One: Awareness Units J,K,N,O and P. (Family Relationships) This material is not available in all buildings. The following activities can be done independent of the published material.

32. The following open-end sentences might be used for group discussion, individual conferences, or as topics for drawings or written assignments.

A family is _____
I make my family very happy when _____

I make my family very unhappy when _____

One way to get along with brothers and sisters is _____

I want my family to be _____

One important thing about being in a family is _____

33. The teacher might ask the children for all the reasons they can think of why parents might get cross with children, leading them to see that certain actions will usually provoke negative reactions. She might conclude with, "When we

29. Long roll of paper and rollers (sawed off broom handles) Large cardboard box to use for holding rollers and "movie" paints, crayons, or magic markers for the "movie" scenes.

30. See Appendix I for "Job Tree"

31. SRA Focus on Self-Development Stage One: Awareness Filmstrips, Photoboards and Teacher's Guide

FAMILY

ACTIVITIES

REFERENCES AND MATERIALS

do certain things. we can pretty well guess that people are going to get angry, can't we?"

The class might then make a list of those things children do to make parents (and other adults, such as teachers) happy, noting the relations between these actions and adult's reactions.

34. Together or in small groups, the class might discuss the two words adults and children. The teacher might write the words on the chalkboard or on a large sheet of paper and ask the pupils to think about and define them. The pupils might then discuss the relationship between adults and children. This discussion should be open and spontaneous.

35. The class might discuss older brothers and sisters and friends and make a chart or listing of their special needs and interests. The teacher might post the headings "Older Children" and "Younger Children" and under them write the words and phrases that the class suggests to characterize each. It might be sufficient for this general discussion simply to bring out the point that older children's interests differ from those of first graders; they like to play different games, do different things, talk about different subjects.

36. The class might invite a group of older children to discuss their personal interests, games, and so forth, with the class. The

34. Chart tablet or any large sheets of paper

35. Chart tablet or any large sheets of paper

teacher might lead the discussion using an interviewing technique and questions suggested by the class before the older children arrive. To point up differences and similarities between the groups, the teacher might ask the same questions of a child in each age group. (For example: What time do you go to bed? What is your favorite TV program?) The teacher should make certain that the discussions are free of elements of ridicule of the younger children's answers.

37. The teacher might use the following as topics for group discussions, role playing, drawings or stories: What if six-year-olds ruled the world? What if older children had to go to bed before the younger ones? What if everyone in the world was the same age.

38. The class might discuss things that they share at certain times with other members of the family-- bedrooms, toys, parent's affection, for example. The teacher can make a list of the pupil's suggestions. The class might illustrate some of these sharing situations. The teacher might bring out the point that part of living with others involves sharing or taking turns. She might describe certain situations involving sharing (such as those the class suggested) and ask them to act them out or discuss solutions for them.

39. The class might discuss things at school that they share with other pupils -- the teacher's time and attention (one aspect of

which involves taking turns in speaking), toys, school supplies, playground equipment, work and so on.

Episodes of sharing in school might be illustrated, discussed, or acted out.

40. The class might discuss things that should not be shared, such as medicine, toothbrushes, and glasses. The teacher should make sure that pupils understand why these items should not be shared.

41. The following open-end sentences might be used for group discussion, individual conferences, or as topics for drawings or written assignments:
I don't mind taking turns when _____
I don't like to take turns when _____
When I share with others, I feel _____

Sharing is _____

42. The teacher might stage the following experiment: She gives a cookie or similar treat to each child who happens to be wearing yellow (Or another color of the teacher's choice) and gives nothing to the other pupils.

She then asks the pupils how they feel about his matter. Points that might be brought out include:

The fairness or unfairness of the situation.

Sharing as a means of solving the problems and permitting everyone to have a snack.

43. Books for independent reading or "Storytime" Appendix B

44. Poems Appendix C

FAMILY

ACTIVITIES

- 45. Songs Appendix D
- 46. Evaluation Appendix E

REFERENCES AND MATERIALS

FILMSTRIPS FOR THE FAMILY

Where Our Daddies Work 103693
Father Works for Family 103732
Mother Cares for Family 103734
Helping Mother 103739
Family Members at Work 103612
Family Fun 103737
A Family Shopping Trip 103782
Families Have Fun 103611
Brothers and Sisters 103736
Helping Each Other At Home 103625
Our Family To the Rescue 103741
Jim's Family 103783
Growing Up 103738
Keeping Busy 103750
Why Father's Work 000560

TEACHER REFERENCES

Our Country Section C
Exploring With Friends pp. 43-80
Families and Social Needs Units
1 and 4
Family Studies Units 2,3,5 and 6
You and Me Parts 1 and 2
The Social Sciences Concepts and
Values Units 3,5 and 6
Sioux Falls Public Schools
Social Studies Guide Grade I
Units 2,3,and 4

WORKERS

CONCEPTS

There is dignity in work.

People in the family, community and world depend on each other.

Observing people at work enlarges the child's general knowledge of occupations.

Awareness of occupations is a part of career development.

TEACHER OBJECTIVES

To present appropriate information about the occupations of workers at school and workers who come to the children's homes.

To develop positive attitudes toward all types of work.

BEHAVIORAL OBJECTIVES

At the end of the unit on Workers each child will be able to name at least one specific task performed by their school principal, secretary and custodian.

At the end of the unit on Workers each child will be able to name three workers whose occupations take them to people's homes.

At the end of the unit on Workers each child will be able to state whether a milkman, telephone man, fireman and policeman deal with a product or a service.

WORKERS

ACTIVITIES

REFERENCES AND MATERIALS

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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. Class discussion; How many workers in the school can the class identify? List names and occupations on a chart. Can the class name some specific duties of each?</p> <p>2. Make arrangements to visit each of the school workers in the place they usually work. Have the children interview the workers. Before the interview the class should discuss what questions will be asked. Guide the discussion so that the list of questions will include whether or not it is important for these workers to read, write, listen and speak well in their work. Did the workers need special training for the job? How many different tasks are connected with each of the jobs? After the interviews are completed list the various tasks of each worker on a chart. Discuss why each is important to the child.</p> <p>3. Write short stories about each of the workers that have been interviewed. The stories should include one specific duty of each worker and how that duty affects the child.</p> <p>4. Continue with the <u>About Me</u> books. You may want to include child made pictures of the people who help in school. The stories that the pupils have written about the workers may be included also.</p> <p>5. Have the children name as many workers as they know who</p> | <p>1. Chart Tablet or any large sheets of paper for listing school workers.</p> <p>2. Discuss types of questions and who will ask them when the school workers are interviewed. Chart Tablet or large sheets of paper for listing the questions and the responses of the workers.</p> <p>3. Writing paper. If the class has difficulty recalling specific duties have them refer to the class chart.</p> <p>4. Paper, paints, crayons and magic markers for the pictures.</p> <p>5. Chart tablet or any large sheets of paper</p> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

WORKERS

ACTIVITIES

REFERENCES AND MATERIALS

come to their homes. List these names on a chart so they will be available for future reference. Add to the list as the children discover others not already listed. Each child may want to ask his parents about the workers who come to his home. Have the children find out these things; who the workers are, what tools the workers use, if any, what type of clothing the worker wears for his job and what some of his specific duties are.

6. Discuss why people wear the clothes they do in their work. What occupations wear the same type of clothes? After the study is made of why people dress as they do for their work, the students may analyze their own needs, preferences and reasons to dress as they do or don't in their careers as students.

7. Role-play; Have the children role play the different workers they have found out about. To add to the activity the children may make simple accessories to help portray the worker.

8. Have the class discuss whether or not the workers listed need to know how to write, read, listen and speak well in their work. Have the students construct four language arts trees (reading, writing, listening and speaking) and label the trees with names of workers who need to use skills in their work. (See Appendix I for Job Tree and convert into language arts trees).

7. Paper or any other material to make props for the role-playing

8. Copies of Language Art Trees for each child or four large ones for the class to use.

WORKERS

ACTIVITIES

REFERENCES AND MATERIALS

9. To have the children become familiar with a variety of careers read the book What Will I Be From A To Z? After the book has been read let each child tell what he thinks he wants to be. Have the class make a book of their own with each letter of the alphabet beginning the name of a career. For example;
A is for Astronauts up in space.
B is for Barber who cuts hair.
C is for Carpenter who builds a house.
Each occupation can then be illustrated.

10. Have the class take a walk to listen for occupational sounds. Record and discuss when the class returns to the room.

11. Develop a bulletin board of tools and the workers who use them. Divide the bulletin board into two sections. On one section put pictures of the various workers that have been discussed. On the other section tools that these workers use. Use captions such as; Who uses these tools? What tools would these workers use?

12. To make the children more aware that different tools are used in different occupations tell the children they are going to think of things that people might use in their occupations. Ask them what a barber might use besides a hair clipper? Call on a volunteer and ask him to name all the things he can think of and to use complete sentences. Continue asking questions

9. What Will I Be From A to Z? by Donald Gleb, (National Dairy Council, 1959)
Drawing paper for the children's illustrations, paints or crayons.

10. Chart paper for listing sounds

11. Cutouts or pictures of various workers and the tools associated with their work.

WORKERS

ACTIVITIES

REFERENCES AND MATERIALS

similar to the following;
Name some things a farmer uses
besides a tractor.
Name some things a musician uses
besides a drumstick.
Name some things a doctor uses
besides a thermometer.
Name some things a teacher uses
besides a book.

13. Gather the children in a circle, if possible. Hold up any one of the tool cards. A child who can tell something about the tool, in a sentence, is handed the card. The next child who can tell something more about the tool, in a sentence, is handed the card. Continue passing the card until no new things can be added. Repeat the activity with a different card.

14. To familiarize the children with the people who are associated with different places in the community and the activities they do, explain to the children they are to pretend they are where you say. They must tell you all the things that the people there are doing, and who the people are that are doing them. Present the following situations to the children;
You are in a grocery store;
You are in a laundromat;
You are in (name of local place), such as zoo, a park, etc.;
You are in the dentist's office;
You are in the post office.
As a variation, divide the class into four groups. Designate a leader for each group and have them assemble in different parts of the room. Whisper the name

13. Tool cards from the Peabody Language Development Kit.
Teacher's Guide page 197

WORKERS

ACTIVITIES

REFERENCES AND MATERIALS

of a place to each group. They are to think of a way to act out "what happens" at that place so the rest of the class will know where they are. Be sure that everyone in each group has something to say or do. Places that might be selected are; grocery store, drug store, post office, drive-in, beauty shop, library, principal's office, barber shop, garage.

15. Guessing Game. Display the people cards. Ask questions about them. For example; Who helps you find a book at school? Who picks up the trash at your house? Who brings the mail to your house? The child who can answer the question picks up the card and names the worker.

16. Place the people cards along the chalk ledge. Have the children point to and name the correct picture in answer to questions such as these; Jon wants to mend broken arms and legs. Jon want to be a _____. Bill wants to change the color of people's houses. Bill wants to be a _____. Pam wants to help children learn to read. Pam wants to be a _____.

17. Make arrangements for resource people to visit the classroom and talk to the children. Ask that they come in uniform if they wear one for their work. Prior to the visit of each resource person discuss with the children what questions they would like to ask. Record the questions so they may be used for

15. People cards for the Peabody Language Development Kit. Level I
Teacher's Guide page 80

16. People cards from the Peabody Language Development Kit, Level I
Teacher's Guide page 45

17. Resource people. These can be any of your choosing. After the initial contact with the person send a letter explaining what you expect. (See Appendix J for suggested letter.)

follow up discussion. If it does not come out in the questions thought up by the children, suggest that they ask what training was needed for this occupation. Does this person need to read, write, listen and speak well in his work? Does this person work with a product or perform a service? What must this person do, as a part of his job, before he comes to people's homes (if it pertains to his type of work)?

18. List in order of importance (to the child) the following jobs; truck driver, postal clerk, stenographer, bus driver, electrician, plumber, heavy equipment operator, garbage collector, typist, store manager. Discuss why they ranked them as they did. Organize a debate about the merits of a bus driver vs a truck driver, airline hostess vs nurse, teacher vs policeman.

19. To familiarize the children with occupations that are involved with making repairs of some kind, discuss with the children the fact that sometimes the things we use don't work as well as we would like. Explain that you will read some things that might need to be repaired. Have the children tell you who would have to be called to help fix what needs to be fixed. For example;
The refrigerator doesn't keep food cold;
The furnace isn't working;
The car won't start;
A faucet won't shut off;

WORKERS

ACTIVITIES

REFERENCES AND MATERIALS

The telephone doesn't produce
a dial tone;
The TV picture jumps and wiggles.

20. Have the students look in magazines for pictures showing the ways music is used at home, school, and the community. From these pictures a collage may be prepared. The student may make a tape recording to present to the class giving the explanation of his collage.

21. Continue working in the About Me books. Include child made pictures or any found in magazines of various kinds of workers that have been discussed.

22. Plan field trips to various places in the community that can present things on the level of the children.

23. Have the children make a class list of workers that they see on their way to and from school. Keep adding to this list as the children discover others that have not been listed.

24. Books for independent reading or "Storytime" Appendix B

25. Poems Appendix C

26. Songs Appendix D

27. Evaluation Appendix E

20. Old magazines, large sheets of paper for making the collage

Tape recorder

21. Paper, paints, crayons, magic markers, old magazines.

22. FIELD TRIP GUIDE

23. Chart Tablet or any large sheets of paper

FILMSTRIPS ABOUT WORKERS

Working in Our Community 103801
People Who Work While You Sleep 103661

Community Helpers 103848
Neighborhood Workers 103789
The Firehouse 103615
The Policeman 103812
Your Fire Department 103699
Our Jobs in School 103657
School Courtesy 103664

FLAT PICTURES

School Friends and Helpers 400080
Neighborhood Friends and Helpers 400076

WORKERS

ACTIVITIES

REFERENCES AND MATERIALS

FLAT PICTURES

Police Department Helpers 400078
Fire Department Helpers 400071
Dairy Helpers 400068
The Earth, Home of People (Harper Row)

Discussion Pictures for Beginning Social Studies (Harper Row)

TEACHER REFERENCE

Sioux Falls Public School Social Studies Guide Grade I

The Social Sciences Concepts and Values Part 6

Investigating Man's World Part 6

We Live With Others pages 62-81

APPENDIX A

Suggested statements for "HOW DO YOU FEEL" game.

How do you feel when someone says you are not nice?

How do you feel when someone scolds you?

How do you feel when someone smiles at you?

How do you feel when someone says he likes you?

How do you feel when you tell your mother you love her?

How do you feel when you tell someone you hate them?

How do you feel when you get up in the morning?

How do you feel when you are angry?

How do you feel when you are going to a party?

How do you feel when your friend spills milk on you?

How do you feel when you win a game?

How do you feel when someone else wins a game?

How do you feel when someone says "I don't like you anymore"?

How do you feel when someone says you did good work?

How do you feel when you have a new toy?

How do you feel when your new toy gets broken?

APPENDIX B

BOOKS SELF-AWARENESS

Abel, Ruth and Ray. The New Sitter
 Andre, Evelyn. Things We Like to Do
 Angland, Joan. A Friend Is Someone Who Likes You
 Becky. Tall Enough Tommy
 Beim, Jerrold. Smallest Boy In the Class
 Beim, Jerrold and Lorraine. Two Is A Team
 Brod, Ruth and Stan. How Would You Act?
 Bromhall, Winifred. Middle Matilda
 Brown, Margaret Wise. Sh-h-h-h Bang-A Whispering Book
 Buntain, Ruth J. The Birthday Story
 Cole, William. What's Good For A Six Year Old?
 Eckelad, Edith. Kindness Is A Lot of Things
 Ericsson, Mary. About Glasses For Gladys
 Ets, Marie. Just Like Me
 Ets, Mary. Play With Me
 Frankl, Lesilotte. Peter and His New Brother
 Gardner, Lillian. Somebody Called Booie
 Green, Mary McBurney. Is It Hard?
 Guilfoile, Elizabeth. Nobody Listens to Andrew
 Hallinan, P.K. How Really Great to Walk This Way
 Hertz, Grete Janus. When Lena and Lisa Had the Measles
 Howell, Virginia. Who Likes the Dark?
 Jennison, Keith. From This to That
 Kaune, Merriman. My Own Little House
 Kessler, Leonard. I Made A Line
 Krasilovsky, Phyllis. The Very Little Boy
 Krauss, Ruth. The Growing Story
 Leaf, Munro. Boo, Who Used to Be Scared of the Dark
 Lenski, Lois. When I Grow Up
 Lexau, Joan. I Should Have Stayed in Bed
 Martin, Bill Jr. David Was Mad
 Minarik, Else H. No Fighting - No Biting
 Mitchell, Gladys Turley. When We Grow Up
 Moore, Paul and Lillian. The Important Pockets of Paul
 Novinger, Virginia. Tommy on Time
 Olds, Helen. What Will I Wear?
 Palmer, Helen. Why I Built the Boogie House
 Rand, Ann and Paul. I Know A Lot of Things
 Simon, Howard and Mina. If You Were An Eel, How Would You Feel?
 Steiner, Charlotte. Kiki Likes Music
 Steiner, Charlotte. Kiki Skates
 Udry, Janice. Let's Be Enemies
 Wondreske, William. All By Myself
 Zion, Gene. The Plant Sitter
 Zolotow, Charlotte. The Quarreling Book
 Zolotow, Charlotte. The Three Funny Friends
 Zolotow, Charlotte. When I Have a Little Girl

BOOKS FAMILY

Buckley, Helen. Grandfather and I
Buckley, Helen. Grandmother and I
Carton, Lonnie C. Mommies
Cohn, Norma. Brother and Sister
Gardner, Lillian. The Oldest, the Youngest, and the One in the Middle
Guilfoile, Elizabeth. Have You Seen My Brother?
Hoffman, Elaine and Jane Hefflefinger. About Family Helpers
Jones, William E. Going to School
Kessler, Ethel and Leonard. The Day Daddy Stayed Home
Lenski, Lois. Papa Small
Lenski, Lois. Surprise for Mother
Merriam, Eve. Mommies at Work
Pederson, Hans. The New Home
Radler, Ruth Shaw. Fathers at Work
Steiner, Charlotte. Daddy Comes Home
Sterling, Helen. The Biggest Family in Town
Zolotow, Charlotte. A Father Like That

WORKERS

Ballantine, Bill and Juniper Sage. The Man in the Manhole
Barr, Jene. Mr. Mailman
Barr, Jene. Policeman Paul
Black, Irma S. This is the Bread That Betsey Ate
Brown, Margaret Wise. Little Farmer
Francoise. What Do You Want To Be?
Green, Carla. What Do They Do? Firemen and Policemen
Green, Carla. What Do They Do? Railroad Engineers and Airplane Pilots
Jackson, Janet. Who Will Milk My Cow?
Lenski, Lois. Policeman Small
Mace, Kay and Harry. Chief Dooley's Busy Day
Parents Magazine. Mike the Mailman
Scott, William R. The Apple That Jack Ate
Wonder Starters Homes Wonder Books

I WANT TO BE Series All by Carla Green

An Airplane Hostess
An Animal Doctor
A Postman
A Musician
Space Pilot
Doctor
Road Builder
Nurse
Librarian
Telephone Operator
Baker
Train Engineer
Farmer
Dairy Farmer
Ballet Dancer

I WANT TO BE Series
Storekeeper
Fireman
Ship Captain
Zoo Keeper
Cowboy
Policeman
Scientist

All by Carla Green

BOOKS FROM THE LITTLE OWL READING-TIME LIBRARY

SELF-AWARENESS

Gaulke, Gloria. A Day With My Pets (Leisure time activities)
Mc Clure, Herbert. Children of the World Say "Good Morning" (Respect for individual differences)
Wayne, Harry Randolph. Here Comes Jimmy! Here Comes Jimmy's Dog! (Responsibility of children adjusting to school routines)
Wellesly, Howard R. All Kinds of Neighbors (Differences in People)
Wing, Henry Richet. Ten Pennies for Candy (Sharing)

FAMILY

Blomquist, David. Daddy is Home (Family relationships)
Fehr, Howard F. This is My Family (Understanding family relationships)
Wittram, H.R. My Little Brother (Sibling relationships)
Let's Talk About the World (Conversation by children about the work people do, birth of babies and other things)

WORKERS

Allen, Laura Jean. Mr. Jolly's Sidewalk Market (Shopkeeper)
Heller, Aaron. Let's Take A Walk (Different kinds of work done by people in the city)

APPENDIX C

POEMS SELF-AWARENESS

All of these poems can be found in THE SOUND OF POETRY by Mary C Austin and Queenie B. Mills, Allyn and Bacon, Inc., 1963

	PAGE
BEDTIME Eleanor Farjeon	92
THE CRITIC John Farrar	92
MY BED Lucy Sprague Mitchell	94
KEEP A POEM IN YOUR POCKET Beatrice Schenk de Regniers	97
CHOOSING SHOES Frida Wolfe	111
WHEN I WAS LOST Dorothy Aldis	117
GROWING UP Harry Behm	120
KICK A LITTLE STONE Dorothy Aldis	185
THE LESSON Jane W. Krows	186
THIS IS MY ROCK David McCord	187
WHAT THEY ARE FOR Dorothy Aldis	188
SHADOW DANCE Ivy O. Eastwick	188
THE LITTLE WHISTLER Frances Frost	190
EVERY TIME I CLIMB A TREE David McCord	192
A KITE Unknown	196
BUT THAT WAS YESTERDAY Aileen Fisher	203
TWO IN BED Abram Bunn Ross	95

FAMILY

SNORING Aileen Fisher	96
NEWSPAPERS Aileen Fisher	102
AUTOMOBILE MECHANICS Dorothy Baruch	103
THE WORKSHOP Aileen Fisher	104
WALKING Grace Ellen Glaubitz	108
SHOES Tom Robinson	109
MY BROTHER Dorothy Aldis	191
HIDING Dorothy Aldis	199

WORKERS

P'S THE PROUD POLICEMAN Phyllis McGirley	135
THE POSTMAN Laura E. Richards	137
BUSY CARPENTERS James S. Tippet	138
THE BARBERS Walter de la Mare	139
THE COBBLER Eleanor Alletta Chaffee	141
THE DENTIST Rose Fylman	142
ENGINEERS Jimmy Garthwaite	142

APPENDIX D

SONGS SELF-AWARENESS

<u>MAKING MUSIC YOUR OWN</u>	Silver Burdette	Page
Pretty Trappings		6
I Got Shoes		6
Clap Your Hands		12
Rig-a-jig-jig		16
All Night, All Day		22
I Bought Me A Cat		36
Little Wheel A-Turning in My Heart		49
My Shadow		78
 <u>MUSIC THROUGH THE DAY</u>		
Ha-Ha-This-Away		6
Tippy-Tippy Tiptoe		10
A Work Chant		24

FAMILY

<u>MAKING MUSIC YOUR OWN</u>	Silver Burdette	
Adam Had Seven Sons		5
Go Tell Aunt Rhody		13
Hush Little Baby		129
 <u>MUSIC THROUGH THE DAY</u>	Silver Burdette	
Mothers Make a Home		25
O My Little Boy		29
Fais Do-Do		34

WORKERS

<u>MAKING MUSIC YOUR OWN</u>	Silver Burdette	
Bling-Blang		112
 <u>MUSIC THROUGH THE DAY</u>	Silver Burdette	
I Want to Be a Farmer		58
Busy Truck		89
The Drill		89
Bus Song		88
Playing Fireman		92
I Am A Jolly Sweeper		94
Going to the Lumberyard		94
The Shoemaker		95
Do You Know		97

APPENDIX E

EVALUATION

The evaluation of the Career Awareness Project on the First Grade level, will of necessity, be mainly subjective. The teacher may want to keep a running log of comments made by the children during different activities, noting any activities that seemed especially worthwhile and keep anecdotal records indicating any change in attitudes of children toward themselves and toward the world of work.

In addition to keeping a log, the teacher may make a list of all the occupations the children can name at the beginning of the year and compare it with a similar list made at the end of the year. This can be done on an individual basis or can be done as a class activity.

Another approach in evaluating the year's work could be a form of "What Am I?", or a riddle game. The work of various people studied throughout the year could be described either by the teacher or the students and the others will try to guess what occupation it is. The teacher will want to make notes which can be used later to determine the degree of occupational awareness or enlightenment. This type of activity can be written or oral depending on the children's present level of reading and writing.

The teacher may, at the beginning of the year, have the children tell what occupation they think they would like to have. Record their responses. This activity could take the form of child made drawings that the teacher or an aide has labeled as directed by the child. Determine why the child chose that particular occupations. Record his comments. At the end of the year repeat the activity. If there are changes try to determine why.

"REPORT CARDS FOR TEACHERS"

Elizabeth Hunter

From the May 1972 Childhood Education, published by the ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL

In most classrooms, evaluation is a one-way process. That is, teachers openly assess students, but students are not given the same opportunities to appraise teachers. Thus, pupils have the benefit of finding out from teachers how they are doing and how they might improve, but most teachers do not systematically utilize students as resources of valuable and readily available feedback.

The following evaluation instrument is intended to help those of you who are teachers to tune in on what your students think and feel about their classroom lives. A scale of "YES", "NO" and "SOMETIMES" is appropriate for most items. If your students can read and write well, you should have no problem in including open-ended items. If your youngsters need some help in reading, you can read each item aloud and have three columns marked off on the chalkboard. Then you can review the column headings after each item to be sure that the children enter their check marks accurately. If your children cannot read and write, uppergrade children will be delighted to help out by administering the opinionnaire to your pupils individually.

Stress the fact that no names should be put on the papers and that you want the children's honest opinions so that the evaluations will be useful to you. You might ask an aide or another teacher to administer the items for you; but if you are open about your purpose, your students will probably be comfortable filling in their sheets even if you are the person in charge of administering them. It would be tactful, however, to have someone else collect the papers.

Many of the items in the "report card" were suggested by a study of communication between teachers and pupils done by G. Bradley Seager.¹ You will want to select for reproduction what is useful to you, and add other items as you wish.

¹G. Bradley Seager, University of Pittsburg. From a paper delivered to the American Educational Research Association, February 1971.

EVALUATION FORM

YES NO SOMETIMES

1. My teacher is careful not to hurt the children's feelings.
2. My teacher seems to enjoy teaching us.
3. My teacher cares about me.
4. My teacher treats me fairly.
5. My teacher treats most of the kids fairly.
6. My teacher helps most of the kids feel better about themselves.
7. My teacher makes me feel important in this class.
8. My teacher helps the kids when they make mistakes.
9. My teacher criticizes me.
10. My teacher praises me.
11. My teacher criticizes lots of the kids in this class.
12. My teacher praises lots of the kids in this class.
13. The kids in this class pick on each other.
14. The kids in this class help each other.
15. We learn from each other in this class.
16. We do interesting things in this class.
17. We learn important things in this class.
18. The kids fool around a lot in this class.
19. My teacher is nice.
20. My teacher is mean.
21. My teacher uses ideas that are suggested by pupils.
22. This class understands the teacher's explanations.
23. Homework in this class is useful to me.
24. Homework in this class is interesting.
25. My teacher likes it when we ask questions.
26. I usually get my work done on time.
27. Time seems to go by quickly in this class.
28. I like to cooperate with my teacher.

YES NO SOMETIMES

29. I deserve the grades I get in this class.
30. Most kids do well on the tests in this class.
31. Tests in this class help us learn important things.
32. If you don't understand something in this class, it's easy to ask for help from the teacher.

33. The subject I have the most trouble with is _____

34. The subject I like the best is _____

35. The thing I like best about my teacher is _____

36. One thing I don't like about my teacher is _____

37. I wish my teacher would change the way _____

38. I wish we had more time in class to _____

39. I wish I could tell my teacher that _____

40. If I were the teacher, I'd _____

SUGGESTED EVALUATION FOR SELF-AWARENESS

This evaluation is to be done orally by the child. An aide records the statements made by the child.

Name _____

(The child is asked to state his or her full name)

Tell four things about yourself that are like other children.

1. _____
2. _____
3. _____
4. _____

Tell four things about yourself that are different from _____

(name a child in the class)

1. _____
2. _____
3. _____
4. _____

Name two things that you like.

1. _____
2. _____

Name two things that you dislike. 1. _____

2. _____

Tell one thing you like about _____
(name a child in the class)

Tell one thing you like about yourself. _____

SUGGESTED EVALUATION FORM FOR THE FAMILY

This evaluation is to be done orally by the child. An aide records the statements made by the child.

Name _____

Tell your father's occupations and one thing that he does in his work.

Occupation _____

What he does _____

Tell your mother's occupations and one thing that she does in her work.

Occupation _____

What she does _____

Why is your father's job important? _____

Why is your mother's job important? _____

Does your father make a product or perform a service?

product _____ service _____ (check one)

Does your mother make a product or perform a service?

product _____ service _____ (check one)

SUGGESTED EVALUATION FORM FOR WORKERS

This evaluation is to be done orally by the child. An aide records the statements made by the child.

Name _____

Tell one thing that each of these people do.

Our principal _____

The school secretary _____

The custodian _____

Name three workers whose occupations take them to people's homes.

1. _____

2. _____

3. _____

Tell if these people work with a product or perform a service.

Milkman product _____ service _____ (check one)

Telephone man product _____ service _____ (check one)

Fireman product _____ service _____ (check one)

Policeman product _____ service _____ (check one)

APPENDIX F

SUGGESTED QUESTIONNAIRE FOR INTERVIEWING PARENTS

Dear Parents of _____
(child's name)

Your child is learning about the world of work and how what he learns in school will help him later on. He or she is interested in finding out if being able to read, write, speak and listen well helps you in your work, whether at home or in your occupation.

Let your child ask you the questions and check your response on the questionnaire. Please send the questionnaire back to school with your child so that we may discuss the importance of these skills in working.

- Father
1. Do you talk in your work? yes___ no___
 2. Does talking help you in your work? yes___ no___
 3. Can you do your work without talking? yes___ no___
 4. Do you read in your work? yes___ no___
 5. Can you do your job without reading? yes___ no___
 6. Do you listen in your work? yes___ no___
 7. Can you do your work without listening? yes___ no___

- Mother
1. Do you talk in your work? yes___ no___
 2. Does talking help you in your work? yes___ no___
 3. Can you do your work without talking? yes___ no___
 4. Do you read in your work? yes___ no___
 5. Can you do your job without reading? yes___ no___
 6. Do you listen in your work? yes___ no___
 7. Can you do your work without listening? yes___ no___

APPENDIX G

SUGGESTED LETTER TO PARENTS

Dear Parents of _____
(name of child)

The students in our class are studying about families and the importance of work of each member. We want to learn more about the work of the parents of all the children in our class.

Would you answer these questions for us and send it to school with your child? We will study how your jobs affect our lives.

1. What is your occupation? _____
(father)

(mother)

2. What are some of your duties? _____
(father)

(mother)

3. Is there anything about your work which the children in our class would enjoy seeing? (pictures, uniforms, tools, etc.) _____

4. Would a field trip to your place of employment be beneficial to our class? yes___ no___

Comments _____

5. Would you be able to come and talk to our class about your work?

Thank you for your time and consideration.

(teacher)

APPENDIX H

PUPPET

HEAD-Small paper sack filled with wadded paper

HAIR-Yarn or strips of cut paper

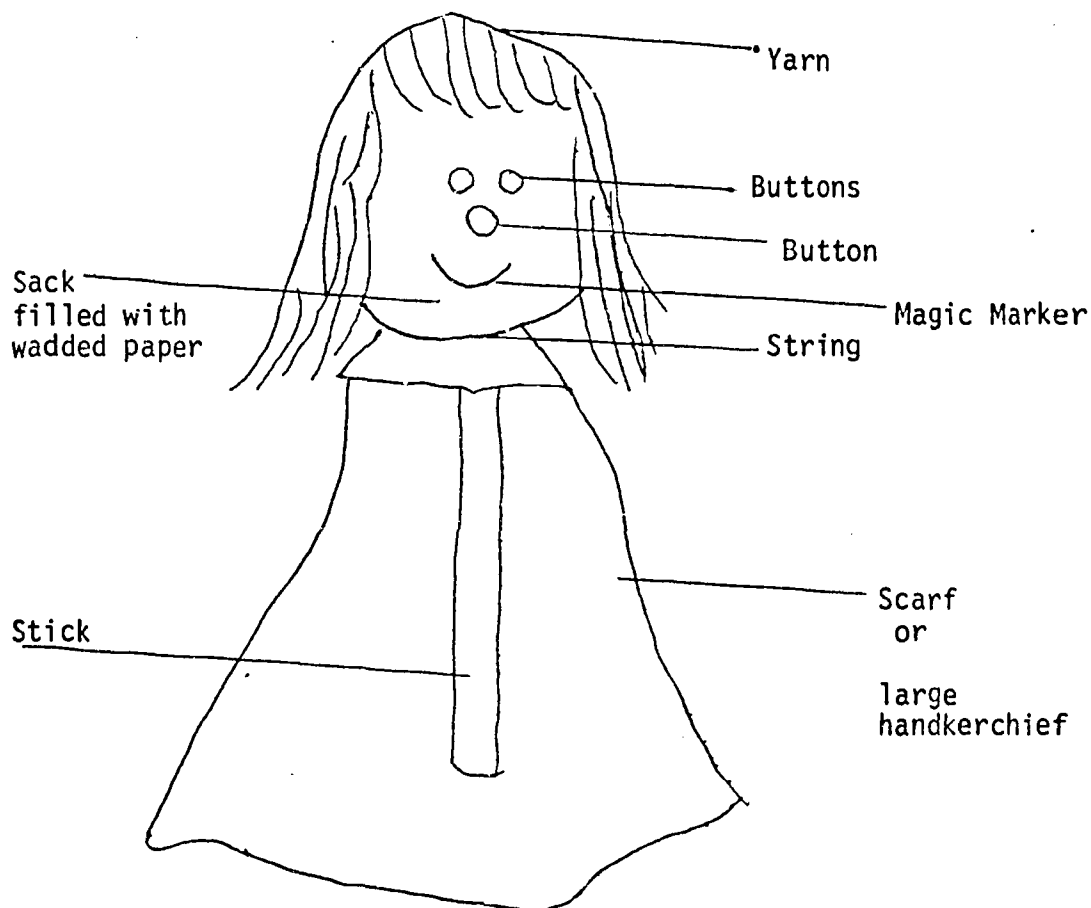
EYES-Small buttons or cut paper

NOSE-Larger button or cut paper

MOUTH-Drawn with a magic marker or pasted on with cut paper

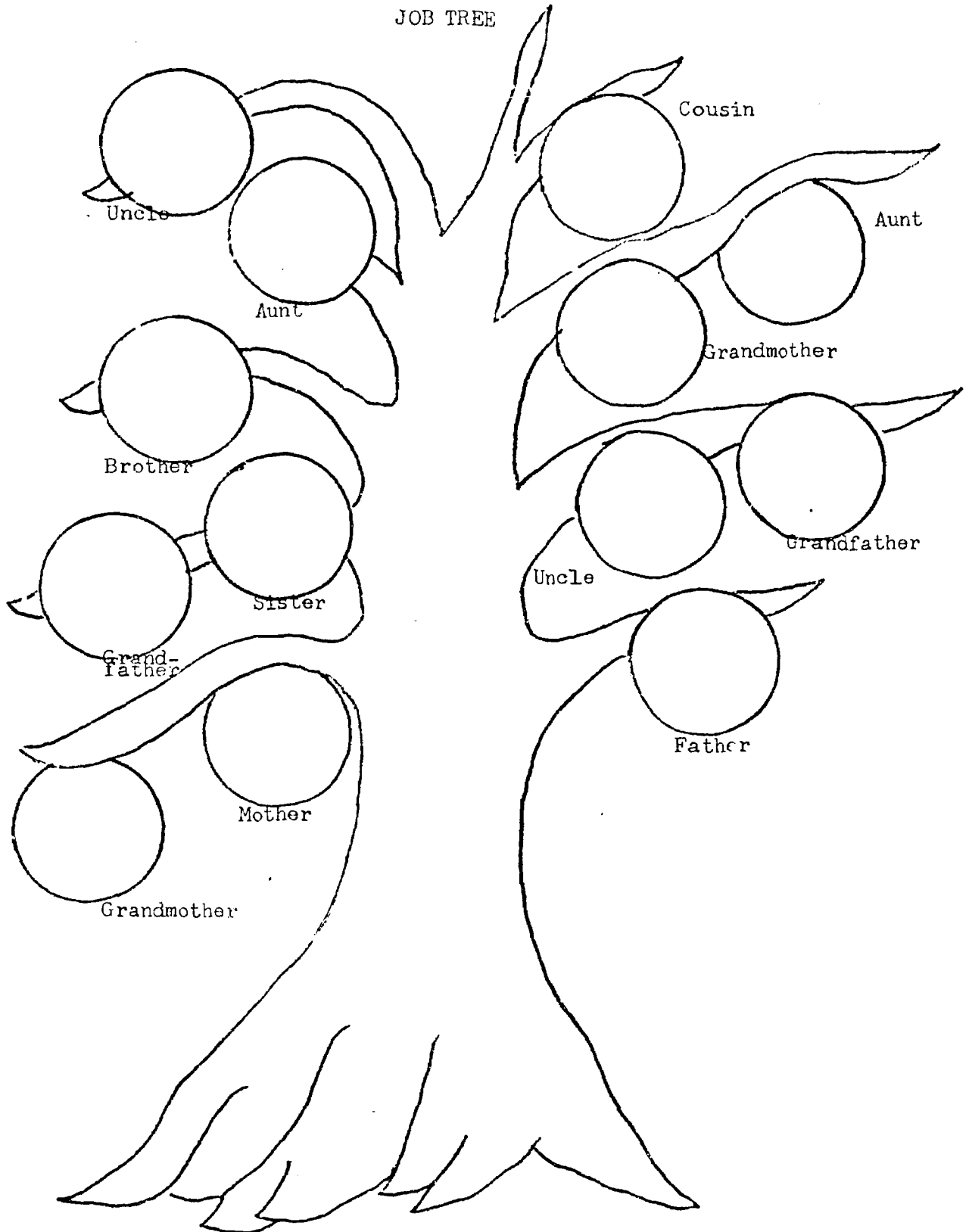
BODY-Stick pushed into the wadded paper head.

Use scarf or large handkerchief to cover hand. Tie the scarf around the stick, just under the head, with string.



APPENDIX I

JOB TREE



APPENDIX J

SAMPLE LETTER TO A CLASSROOM SPEAKER

Dear _____:

I would like to thank you for planning to visit with us on _____ in order to discuss your work. Our purpose is to acquaint the children with a wide variety of career opportunities and the attitudes necessary for success.

As you explain your job, we hope that the children will begin to ask these questions:

1. Would I like to do this?
2. Would I be good at this job?
3. What am I learning at school that would help in this job?

It will help if you plan your presentation to answer questions such as the following:

1. What do you do on the job?
2. Describe the nature of your working activity: skill, tools needed, and the contribution of your job to our community.
3. What are the satisfactions you receive from your job?
4. What habits help you to do your job well?
5. What type of education or training is necessary for this job?

Please bring any visual aids (tools, uniforms, etc.). We are looking forward to your visit.

Cordially,

(Name of teacher)

B I B L I O G R A P H Y

FIRST GRADE

BOOKS

- Austin, Mary C. and Queenie B. Mills. The Sound of Poetry (Allyn and Bacon, Inc., 1963)
- Bauer, W.W. and Dorothy Baruch, Elizabeth R. Montgomery, Elenore T. Pounds. Just Like Me (Scott, Foresman and Company, 1962)
- Brandwein, Paul F. and others. The Social Sciences Concepts and Values (Harcourt, Brace and World, Inc., 1970)
- Crane, Helen and Hale C. Reid. Ginn Elementary English (Ginn and Company, 1963)
- Hanna, Paul R. and Others. Investigating Man's World Family Studies (Scott, Foresman and Company, 1970)
- Hunnicut, C.W. and Jean D. Grambs. We Live With Others (Singer Company, Inc., 1963)
- King, Frederick M., Dorothy K. Bracken and Margaret A. Sloan. Families and Social Needs (Laidlaw Brothers, Publishers, 1968)
- Landeck, Beatrice, Elizabeth Crook and Harold C. Youngberg. Making Music Your Own (Silver Burdette Company, 1964)
- Mursell, James L., Gladys Tipton and Others. Music For Living Through The Day (Silver Burdette Company, 1956)
- Presno, Vincent and Carol Presno. Man in Action Series, People and Their Actions (Prentice-Hall, 1967)
- Richards, Marie M., Ethel K. Howard and Others. Our Country (Allyn and Bacon, Inc., 1970)
- Zolotow, Charlette. You and Me (Macmillan Company, 1971)

MAGAZINES

- "Report Cards for Teachers" Hunter, Elizabeth. Childhood Education (Association for Childhood Education International, May 1972)

OTHER

- DUSO KIT (Science Research Associates, 1970)

Focus on Self-Development Stage One-Awareness (Science Research
Associates, 1970)

Our Working World Families at Work Resource Unit (Science Research
Associates, 1964)

Peabody Language Development Kits Level I (American Guidance
Service, 1965)

GRADE TWO
UNIT ON SELF-AWARENESS

This unit on Self-Awareness was written as a concentrated three week unit to be used at the beginning of the year, with the concepts to be carried on throughout the year as situations arise. These concepts can be developed and strengthened in many ways in conjunction with the regular curriculum and day-to-day activities.

CONCEPTS:

1. Each person is an important individual--with similarities and differences in relation to others.
2. Each child needs to learn about himself--who he is--and to become aware of his strengths and weaknesses.
3. Effective communication helps people cooperate and work well together.
4. People are happier when they relate well to others.

OBJECTIVES:

1. Each pupil should begin to recognize that he is an individual with similarities and differences in relation to others.
2. Each pupil should understand that all people have emotions.
3. Pupils should continue the development of a positive self-image.
4. Pupils should recognize that certain situations and actions produce reactions or feelings in other people.

BEHAVIORAL OBJECTIVES:

1. Each child will recognize his physical attributes.
2. Each child will identify four feelings that he has.

3. Each child will relate three actions that will evoke specific reactions or feelings in others.
4. Each child will name three positive personality attributes.
5. Each child will select one personality trait that he will work on to help him to become a better person.

ACTIVITIES	REFERENCES AND MATERIALS
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Introduction:

Teacher may suggest to the children that since they will be working and playing together for a school year, it will be a good idea to learn how to know each other.

'Magic Circle' - Teacher and children sit in circle. Each one tells about himself and his family.

1. What are some things you have wondered about?

Teacher may open the discussion by asking a number of questions such as - Have you ever wondered what it would be like if we had no electricity? - Have you ever wondered what it would be like if no one talked to you for a whole day?

Discussion: use filmstrip and record.

2. Physical Attributes of Self.

Discussion:

How are we alike?

How are we different?

1. S.R.A. Focus on Self-Development
Stage One - Awareness. Manual
Filmstrip-record
Sometimes I Wonder (first part)
Pages 14-18 in manual.

2. Photoboards - 1,2,3
Manual - pages 20-21.

Here I Am - Workbook in SRA
Kit

Each child may draw 12 by 18 pictures of himself.

Fill in sentences:

I am _____ years old.

My eyes are _____.

My hair is _____.

There are _____ people in my family.

I live in a _____ house.

Draw pictures of his family.

3. Feelings

Discussion:

Have different children tell about the times that they felt happy-sad-lonely.

The class might make a "I Have Feelings" bulletin board collage using pictures from magazines to show people displaying various emotions - include people of all ages.

View filmstrip and discuss.

Draw pictures of faces showing happiness, fear, etc.

Open-end sentences (oral)

I feel happy when _____.

I feel sad when _____.

I get excited when _____.

etc.

4. Social Awareness and Interpersonal Relationships

Teacher may ask leading questions such as - Have you ever been lonely? Have you been lonesome at home? What can you do when you have a problem like that?

Choose from activities in manual.

3. Unit C. Circle of Feelings

Filmstrip and record. Pages 28-37 in manual.

4. Unit D. Record: Lonesome Ben pages 38-42.

Filmstrips (From IPC)

Playing Fair (color) (101108)

Sharing with Others (color) (101109)

Sound Filmstrips: (103761-01)
(103763-01)

5. Feelings

How many of you have a big sister or brother? Can you do all the things your big brother or sister can do? How do you feel when you can't do some of the things they do? Do you have little brothers and sisters? How do you feel towards them?

Discussion.

Use activities suggested in the manual.

6. Problem Solving

Questions:

Have you ever had a problem?
Do other people have problems?
What can one do about a problem?

Use record-What was Andy's Problem?

Role-playing situations:

Set up situations, depicting problems. Have children role-play, trying to solve problems.

7. Have you ever been lost? How did you feel?

Use filmstrip-record.

Did Judy have a problem?
How did Judy act toward others?
Discuss.

8. How many people does it take to have a disagreement? a fight? (It takes at least two)

Role-play: Pupils set up situations involving disagreements. Demonstrate poor ways to react and better ways to solve problems.

5. Unit K. "When you're Older, Suzy"
Record. pages 87-91 in manual

Photoboards - related to topic

6. Unit O. Record: Andy, A Boy Who Ran Away pages 111-114 in manual

Photoboards: 5,17,22,30,31, 36,37.

7. Unit P. Judy's Ups and Downs
Filmstrip-record. pages 116-125 in manual. Photoboards: see page 124.

8. Unit Q. It Takes Two to Seesaw.
Record: pages 126-131 in manual
Photoboards: page 130.

Seven or So. Scott, Foresman & Company, 1962, unit three, pages 88-101.

9. Use the filmstrip and record.
Discuss.

Children may bring pictures of people who are happy, sad, angry, or lonesome to make a bulletin board or a collage of pictures.

Children may write and illustrate individual stories beginning with open-end sentences, such as:

I feel happy when _____
I feel lonesome when _____
I feel angry when _____
I feel frightened when _____
I feel excited when _____
I feel frustrated when _____

Compile stories into individual booklets. Make cover with title: About Me.

9. Sometimes I Wonder SRA Kit
Filmstrip and record.

EVALUATION - SELF-AWARENESS

Part I.

1. Two things that make me happy are:

1. _____
2. _____

2. Two things that make me sad are:

1. _____
2. _____

3. One thing that makes me excited is _____

4. Three things that make me angry are:

1. _____
2. _____
3. _____

5. I feel lonesome when _____

Part II.

1. Tell one thing you do that makes someone happy. _____

2. Tell one thing you do that makes someone cross. _____
-

3. Tell one thing you do that makes someone like you. _____
4. Tell one thing you do that makes someone feel bad. _____

Part III.

What kind of person are you? Tell four things about yourself.

1. _____
2. _____
3. _____
4. _____

Part IV.

Who is your best friend? _____

Tell three reasons why you like him.

1. _____
2. _____
3. _____

Part V.

Tell one thing you can do to help you become a better person.

At the end of the year, culminating activities could include:

1. ABOUT ME booklets - described in Activity 9.
2. Circle Sessions
Teacher may ask questions such as:
Can you remember the very first day in this room?
Do you remember how you felt?
How do you feel now?
Have you made new friends?
What can you do now that you couldn't do that day?
etc.
3. Make a more formal booklet, using statements in the Evaluation-Self-Awareness list. These statements could be set up as worksheets, with space for illustrations. This would be a "take home" booklet. It could be useful in spring parent-teacher conferences to help parents gain insight and better understanding of their children.

GRADE TWO

SCIENCE UNIT ON ENVIRONMENT

AWARENESS OF THE WORLD ABOUT US

CONCEPT We become aware of the world about us through our five senses.

BEHAVIORAL OBJECTIVE Each pupil will make a list of five items for each category: seeing, hearing, smelling, tasting, and touching.

ACTIVITIES	REFERENCES AND MATERIALS
1. <u>Introduction: Hearing</u> Ask pupils to put their heads on their desks. Close their eyes. Identify five sounds they hear in the morning, etc.	1. <u>SRA Focus on Self-Development Stage One Awareness</u> Manual and photoboards Unit E. <u>The Sound Machine</u> - record. pages 43-48 in manual.
2. <u>Seeing</u> Pupils may draw pictures of five things they think are beautiful. Name five things that are red, green, round, square, rectangular, etc.	2. <u>Unit F. The Magic Glasses</u> Film-strip and record. See pages 49-60 in manual. <u>Open the Gate</u> . Ginn & Company 1959, p. 41-48. (Taffy and the Glasses) Sound Filmstrip 103831-01
3. <u>Smelling and Tasting</u> Teacher may ask questions to introduce the subject. -What does a baby do when he sees something new? (He grabs it and puts it in his mouth). -What is your favorite food? -What do you like to smell?	3. <u>Unit G. Tony's Way Out Nose</u> - Record. See pages 61-63 in manual. "Everything There Is". <u>More Friends and Neighbors</u> . Scott, Foresman & Company. 1960.
4. <u>Touch</u> Teacher may ask children to think of things they like to feel, or touch. Think of words to describe how things feel. Make riddles about how things feel.	4. <u>Unit H. The Blind Man and the Elephant</u> - Record. See pages 65-60 in manual
5. <u>Culminating Activity</u> Divide the class into five groups. Choose a leader for each group. Take a short walk around the neighborhood. Each	

group brings back a list of things that it could see, hear, smell, or touch. Compile a list under each heading on a lined chart.

Make individual booklets:

I like to see _____
(pictures and labels of five things)
I like to hear _____
(pictures and labels of five things)
I like to smell _____
I like to taste _____
I like to touch _____

Evaluation Chart
See Appendix M

THE WORLD OF WORK IN OUR COMMUNITY -- GRADE TWO

This unit on the World of Work was written to be used in conjunction with the existing Social Studies Curriculum in the Sioux Falls school system. It is suggested that a three or four week block of time be used to study this unit. The teacher is not expected to use all the activities and materials in the guide. Many of the concepts may be integrated into units contained in the present curriculum.

CONCEPTS

1. People work to satisfy their needs.
2. The school has a role in preparing the child for his future career.
3. People in the family, community, and world depend on each other.
4. There is dignity in work.
5. Some workers produce services - others produce goods.
6. Each occupation includes many responsibilities.
7. There are relationships in job families.

TEACHER OBJECTIVES

1. To develop the understanding that people work to satisfy their needs.
2. To lead pupils to understand that all workers need the skills developed in elementary schools.
3. To develop an understanding of the inter-dependence of people in a community.
4. To develop the concept that there is dignity in work.
5. To help pupils understand that there are relationships in job families.
6. To develop an awareness that each occupation includes many responsibilities.
7. To develop the understanding that some workers produce services - others produce goods.
8. To lead pupils in the exploration of one career or occupation in depth. Find out about skills, education, training, hours, special satisfactions, and income.

BEHAVIORAL OBJECTIVES

1. Each pupil will tell three things about his father's and/or mother's occupation.
2. Each pupil will name four workers who provide services to the community.
3. Each pupil will name four workers in the community who help produce goods.
4. At least half of the class will be able to list three occupations that belong to a job family.
5. Each child will list three occupations that require reading, three that require mathematics, three that require writing, and three that require the ability to speak well.

ACTIVITIES	REFERENCES AND MATERIALS
<p>1. Introduce the unit by asking the question: What is work? Have pupils try to define work. Ask pupils to name some workers they know about. Ask: Why do people work?</p>	<p>1. List workers they name on board.</p> <p>List basic needs on chart or board.</p>
<p>Elicit from the pupils that all people have needs; that people work to satisfy their needs and those of their families.</p>	
<p>2. All people have to work. Ask each child to tell what his parents do. Make a work tree for the bulletin boards. (See Appendix A) Include the occupation of each child's parents. Make individual copies of the Work Tree for children's booklets, which will be compiled during the unit study.</p>	<p>2. <u>Little Red Hen</u>. Original Muppet Show-Vocational School.</p>
	Appendix A
<p>3. Have different parents come to the room to explain their work. Ask them to show any special uniform, tools, or portable equipment that they use. Have pupils ask questions such as:</p> <ol style="list-style-type: none"> 1. Where do you work? 2. How many hours a day do you work? 3. Do you use special tools? 4. Do you work with people? 5. Do you like your work? 6. How did you learn how to do your work? 7. Do you have to know how to read and write in your work? 8. Do you have to use mathematics? 	<p>3. Parents as resource people. Have several come to school. Pupils may interview others at home.</p>
	Appendix N

- 4.. Have the mother tell them she is a homemaker and mother. Have her bring items such as a cookbook, iron, broom, skillet, etc. Children may ask questions. Ask her to list the many activities that make up a homemaker's day. She might write the list on the chalkboard. Children may help by thinking of things homemakers do.
4. Include a mother as a resource person, describing the career of a homemaker.
5. WHO ARE THE WORKERS IN OUR SCHOOL? Have the children make a list. Copy on lined chart paper for display in room. List should include: principal, teachers, secretary, teachers' aides, counselor, librarian, students, custodians, student aides.
5. Picture Story Print - 400080
6. Arrange for one of each kind of school worker represented in school personnel to come to the room to tell about his work. Or divide the class into groups of two or three. Have each group interview a worker, and then report to the class. Arrange a visit to the basement of the school to see how the school is heated. Custodian will take them on a tour of the basement area. He will explain his work and responsibilities. Have pupils make a list of questions to ask, such as:
 1. What do you do in the course of a day?
 2. How did you prepare for your work? How much training did you need?
 3. How many hours a day do you work?
 4. Do you like your work? Why?
 5. Do you have to read in your work?
 6. Do you have to write?
 7. Do you use math?
 8. Do you communicate?
 9. Do you have to get along with other people?
6. Resource people: School Personnel

Appendix N

7. Make a bulletin board. Use caption SCHOOL WORKERS. Draw an outline of a school. Inside of it draw and label figures representing each worker in the school. Individual pages of this idea could be made for pupil booklets.
 8. WHERE DO YOU LIVE? Elicit from the children that they live in a home, on a street, in a neighborhood, in a city, in a country, on a continent, in the world.
 9. Make a big map of the Lincoln school area. Keep it simple. Have each child give his address. Draw a picture of a house with his name on it for each child. Place the house in its proper place on the map. Take a walk to find the various houses.
 10. Develop the idea of a neighborhood. Examine the many different kinds of neighborhoods: city, small towns, villages, rural. Discuss the many kinds of work done by the people in a neighborhood. Have children tell about neighborhoods they have visited. Tell how they are like Sioux Falls. Tell how they are different.
 11. What kind of neighborhood do we live in? Discuss.
7. See Appendix E
 8. Hengesbaugh, I Live in So Many Places, Children's Press
Large maps of Sioux Falls, South Dakota, the United States.
Globe
Globe and map units in Sioux Falls Social Studies Guide
 9. Filmstrip - What is a Map? 1000724
Appendix C
 10. Senesh, Our Working World, Neighbors at Work.
Resource Unit - recorded lessons and activity book by Lawrence Senesh, SRA
Appendix B
 11. Living Together in the Neighborhood. Reese, Teacher's Edition p. 34. Filmstrips: 103789, 103790, 103787.
See Appendix C

- | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| 12. Pupils could make the main street of a small town on a long table. Show different types of stores and offices. Have toy cars parked on the streets. Compare the main street with downtown Sioux Falls. | 12. Use gray paper for street, shoe boxes, toy cars. |
| 13. What is a community? Develop the idea that a community is composed of people who live and work in a town, city, or area. | 13. Filmstrips - 103716, 103710, 103712, 103713, Appendix C |
| 14. Ask, "Who are the workers in Sioux Falls?" Have the children list several. Tell them that there are many workers doing many, many kinds of work in Sioux Falls. | 14. Game - Feabody Kit - Level 2 - Teacher's manual pages 64-66
See Appendix C
Picture Story Print Set
Appendix C |
| 15. Ask, "Who governs the city?" Have a short study on government. | 15. Our Working World - pages 175-188
Appendix B |
| 16. Plan a field trip to City Hall. Before the trip, explain some of the work that must be done to keep the city functioning. Make a list of questions to be asked. Explain that some officials are elected, some appointed. Question: Who pays these people? Tell pupils that people pay taxes. Explain that schools, parks, libraries, etc., belong to all of the taxpayers (citizens). | 16. Field trip to City Hall. (See field trip guide) |
| 17. Do people work at night? | 17. Filmstrips - 103661, 103709, 103801.
Appendix C
Picture Story Study Print Set
Appendix C |
| 18. Make a big bulletin board. Children may find pictures of as many kinds of workers as possible. Make a collage of pictures with a | 18. Appendix D |

- caption such as: IT TAKES ALL KINDS or THE WORLD OF WORKERS.
19. Children may make a mural showing different workers. Each child may choose a worker to draw or paint.
 19. Roll of paper, tempera paint, water colors, etc.
 20. HOW DO WE DEPEND ON COMMUNITY WORKERS?

Through discussion, develop the idea that they give us services and goods.
 20. Independent reading - I WANT TO BE - Series Appendix G
 21. Have children make a list of those who give services, another list of those who provide goods. Add to the list as study is continued.

SERVICES: Doctors, nurses, dentists, optometrist, teachers, principals, policemen, firemen, librarians, bankers, mailmen, pilots, etc.
GOODS: Storekeepers, car dealers, merchants, farmers, ranchers, fruit growers, truck gardeners, etc.
 21. Use lined chart paper for lists. Keep where children can refer to it.

Filmstrips - Appendix C
Picture Story Study Prints Appendix C

Resource person - Mailman. Have him bring his bag. Tell how much it weighs, etc.
 22. Bulletin Board activity: Make a Work Tree for people who give us services and a Work Tree for people who provide us with goods (See Appendix A - Work Tree). Place side by side on bulletin board. Have students decide which workers to include. Make a copy of each for individual booklets.
 22. Principles and Practices in the Teaching of the Social Sciences - Concepts and Values
Unit Six - p. 141-165
Appropriate Filmstrips - See Appendix C
 23. Have each child choose a worker. Make comic strip. Include information about his work. Compile pages into class comic book for reading table.
 23. See Appendix F

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| <p>24. WHAT IS A JOB FAMILY?</p> <p>Develop the idea of job families. Tell them that people in a family are related. Jobs that are related belong in a job family. Most community helpers belong in a job family. Community workers depend on each other.</p> | <p>24. Appendix G.
Independent Reading</p> <p>Peabody Kit - Appendix C
(Use People Cards - Group in Job Families)</p> |
| <p>25. Make lists of job families.</p> <p>Health: Parents, doctors, nurses, optometrists, garbage-men.</p> | <p>25. Resource people - Nurse, student from vocational school of nursing. Field trip to vocational school of nursing.</p> |
| <p>26. Protection: Policemen, firemen, safety patrol, highway patrol, parents.</p> | <p>26. Resource people--firemen, policemen.</p> |
| <p>27. Farmers, ranchers, dairy workers, fruit growers, bakers, etc.</p> | <p>27. A field trip to Terrace Park Dairy.</p> <p>Appropriate filmstrips - pictures.</p> |
| <p>28. Shelter: Carpenters, plumbers, electricians, bull dozer operators.</p> | <p>28. Filmstrips - Appendix C
Picture Story Study Print Set
-Appendix C</p> |
| <p>29. Transportation: Car dealers, trainmen, pilots, airport workers, factory workers, air traffic controller, bus drivers.</p> | <p>29. A field trip to the airport.
Filmstrips: 103705, 103596
Appendix C</p> |
| <p>30. Communication: News-casters, reporters, newspaper workers, writers, publishers, etc.</p> | <p>30. Resource person - a news-caster or newspaper workers.</p> |
| <p>31. DO COMMUNITY WORKERS HELP ME?</p> <p>To show how workers serve each child, make people pyramids with child at apex. (See appendix.) Make four or five such pyramids on bulletin board. Make copies of each for individual booklets.</p> | <p>31. Appendix H.</p> |

HEALTH

Child

32. Optometrist, garbage man, nurse, dentist, mother, father, doctor.

32. Resource person--dentist, dental hygienist, doctor, garbage man.

Filmstrip - 103817, Appendix C
Picture Story Study Print -
400072-01 Appendix C.

PROTECTION

Child

33. Parents, teacher, principal, safety patrol, policeman, fireman, highway patrol.

33. Resource people - Safety patrol, policeman.

Filmstrips - Appendix C
Picture Story Study Prints -
Appendix C
A field trip to the fire station.

EDUCATION

Child

34. Custodian, lunchroom aides, librarian, secretary, teacher's aides, principal, teacher, counselor, supervisor.

34. Resource people could include teachers in special areas - the primary supervisor, etc.

MEAT

Child

35. Supermarket workers, storekeeper, processor, (Morrells) stockyard buyers, truckers, farmers, ranchers.
36. These pyramids could be made for many of the services or goods a child uses in day to day living, such as groceries, books, clothing, furniture, entertainment, etc.

35. A field trip to a supermarket, a walk to the neighborhood grocer.

36. Appendix H.

37. Divide the class into five groups (five or six in a group). Have each group choose a job family to represent. Have each group plan an activity to explain about the job family such as: bulletin boards, dramatization, make up a song, a TV show, make up riddles for each member of the job family.

38. Exploring Occupations

After discussing different occupations, children may choose one occupation to study in depth. Teacher will guide them in selecting questions pertaining to training, aptitude, and skills, hours, salaries, special satisfactions, opportunities for advancement, etc. Children may work in groups of three or four. Reports can be given to class.

39. FINAL ACTIVITY--

Have each child decide what he thinks he might choose as a career. Make a bulletin board. What Will I Be? Have each child find a picture. Label with child's name.

40. Question--Will the 1973-74 second grade class at Lincoln School be well represented in the World of Work?
Discussion--Find out how many will be giving services--how many involved with goods.
Each child write a story--When I Grow Up, I Will _____.
Illustrate story. Use page for booklet. Put booklet together, Use Title - The WORLD OF WORK.

37. Appendixes G, I, J, K, L.

38. Resource people, including parents, library books, encyclopedias.

Materials for reporting to class might include pictures, costumes, tools, puppets, dramatizations.

Evaluation for Unit - THE WORLD OF WORK IN OUR COMMUNITY

1. Tell three things that you know about your father's or mother's work.
2. Name four workers that provide services in the community.
3. Name four workers that help produce goods for the community.
4. Name three occupations that belong in a job family.
5. Name three occupations that require reading.
6. Name three occupations that require mathematics.
7. Name three occupations that require writing.
8. Name three occupations that require the ability to speak well.

In this unit study of the World of Work, the teacher will incorporate the other subject area taught: reading, writing, art activities, music, mathematics, map study, poetry.

41. Activities include independent reading, writing thank you letters to resource people, art work and bulletin boards, interviewing people, map drawing, learning related songs, dramatizations, role playing, poetry appreciation, original rhymes, and songs. Activities may include games, such as nursery rhymes, occupational riddles, fun with names of occupations, identification of tools and workers.

41. Puppetry handbook - General Appendix

See Appendixes G, I, J, K, L.

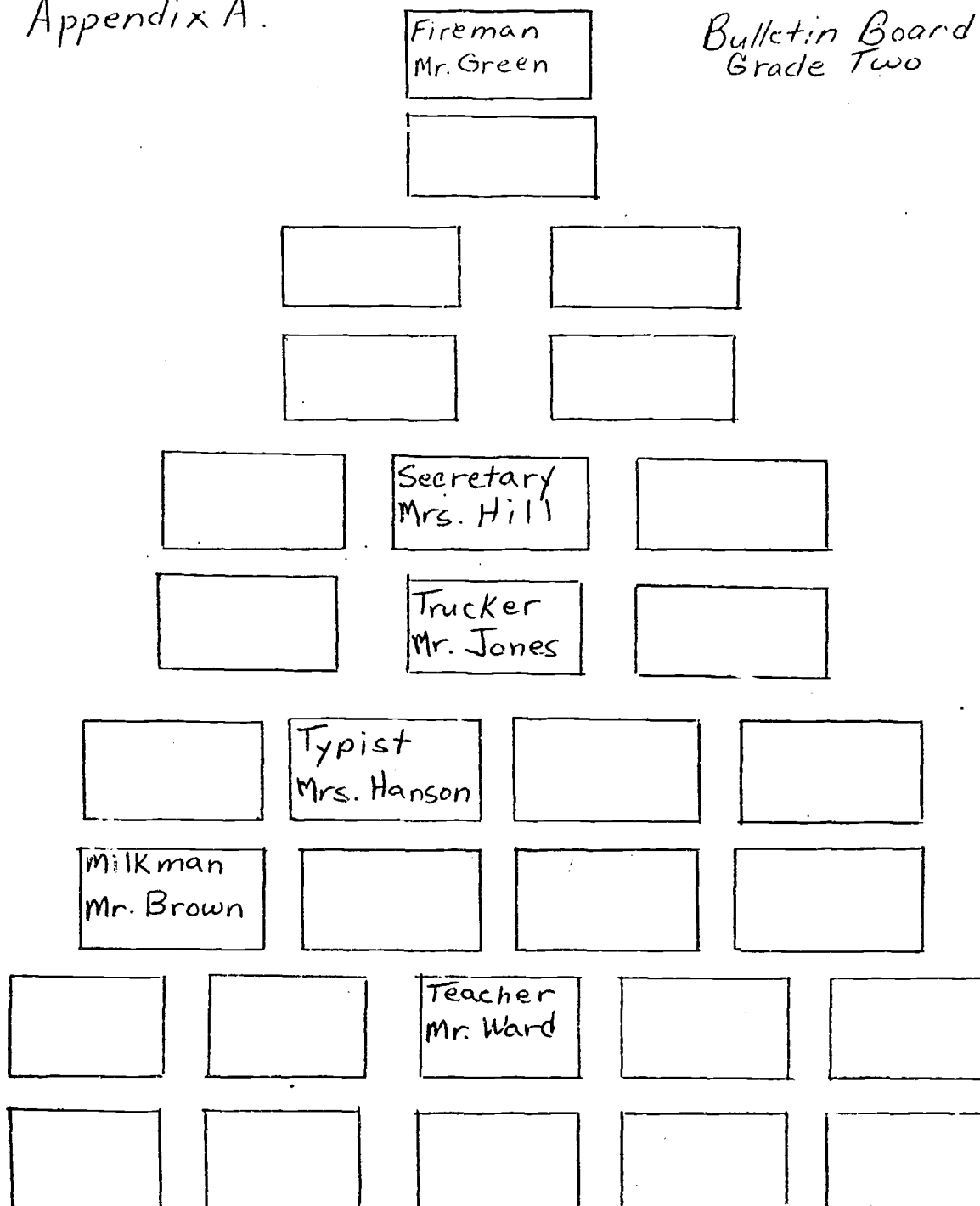
42. Teacher and pupils may decide to present a program, THE WORLD OF WORK, as a culminating activity.
The program should be planned by the class and could include many activities, such as impersonations, dramatizations, songs, poems, etc. Parents and other classes could be invited to attend.

VOCABULARY RELATED TO UNIT

occupation	optom trist
career	electrician
training	air-traffic controllers
preparation	newscasters
education	publishers
require	dental hygienest
requirements	processor
equipment	entertainment
satisfy	involved
needs	services
homemaker	goods
neighborhood	producer
county	consumer
state	job family
nation	depend
continent	related
government	personality
rural	opportunities
community	skills
	tools

Appendix A.

Bulletin Board
Grade Two



Our Parents') (Work Tree

APPENDIX B

BIBLIOGRAPHY -- GRADE TWO

- Communities at Home and Abroad (Allyn and Bacon, Inc., 1970).
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- Hanna - Hoyt . In the Neighborhood (Scott-Frensman Co., 1950).
- McIntire. Billy Lives in Maplewood (Follett-Publishing Co., 1950).
- McIntire-Hill. Workers at Home and Far Away (Follett-Publishing Co., 1950).
- Moore-Cooke. Visiting Our Neighbors (Scribner and Sons, 1951).
- Norris, Willa, Occupational Information in the Elementary School, Science Research Associates, Inc., Chicago, Illinois.
- Partch, Dorothea. Our Basic Needs - Food, Clothing, Shelter (Harper and Row, Publishers, 1968).
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- Reese, Darell. Living Together in the Neighborhood (Harper & Row, Inc., 1964).
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- Thomas. Stories About Sally (Ginn and Company, 1960).
- Schneider, Herman and Nine. Science for Here and Now (D.C. Heath & Co., 1954).
- Smith, Blecha, and Sterning. Science 2 (Laidlaw Brothers, 1966).
- Science - A Modern Approach
- Seven or So (Scott, Foresman and Co., 1962).

APPENDIX C

FILMSTRIPS --- AUDIO VISUAL CENTER AT I.P.C.

NEIGHBORHOOD WORKERS	(color)	103789
WORKING IN OUR COMMUNITY	"	103801
PEOPLE WHO WORK WHILE YOU SLEEP	"	103661
HOW OUR CITIES ENFORCE THE LAW	"	103631
AIRPORTS AND THE AIRPLANES	"	103596
AIRPORT WORKERS	"	103705
LIVING IN THE CITY	"	103712
OUR NEIGHBORHOOD LAUNDRY	"	103816
THE NEIGHBORHOOD OPTOMETRIST	"	103817
SHARING WITH NEIGHBORS	"	103792
HERE IS THE CITY	"	103710
DIFFERENT NEIGHBORHOODS	"	103787
PROBLEMS OF THE CITY	"	103713
COMMUNITY AIRPORT	"	103716
BUSINESS IN THE CITY	"	103709
WHAT IS A MAP	"	100724

PICTURE STORY STUDY PRINT SET (color)- Society for Visual Education, Inc.

HOSPITAL HELPERS	400072-01
HOW PEOPLE TRAVEL IN THE CITY	400073-01
KEEPING THE CITY CLEAN AND BEAUTIFUL	400074-01
MOVING GOODS FOR PEOPLE IN THE CITY	400075-01
POSTAL HELPERS	400079-01
SUPERMARKET HELPERS	400082-01
SCHOOL FRIENDS AND HELPERS	400080-01
POLICE DEPARTMENT HELPERS	400076-01
FIRE DEPARTMENT HELPERS	400071-01
DAIRY HELPERS FRIENDS	400068-01
NEIGHBORHOOD FRIENDS AND HELPERS	400076-01

SOUND-FILMSTRIPS (guides) Society for Visual Education, Inc.

ENVIRONMENT

LEARNING TO LIVE TOGETHER SERIES	103831-01
SIGHTS AND SOUNDS IN THE NEIGHBORHOOD	103831-01

AWARENESS

CHUCK LEARNS ABOUT SHARING (Guide)	103761-01
HOW TO BE LIKED	103763-01
LEARNING TO USE MONEY WISELY	103758

APPENDIX C

PEABODY LANGUAGE DEVELOPMENT KITS
American Guidance Services, Inc.
Circle Pines, Minnesota

DIMENSIONS OF PERSONALITY - I CAN DO IT
Pflaum Standard
38 West Fifth Street, Dayton, Ohio

CONCEPT PICTURE CHARTS
EXPLORATIONS IN BEGINNING SOCIAL STUDIES
HARCOURT, BRACE AND WORLD, INC. (1967)

SERIES I

THE FAMILY AT HOME

COOKIE BREAK

LITTLE BUILDERS

A VISIT WITH THE DOCTOR

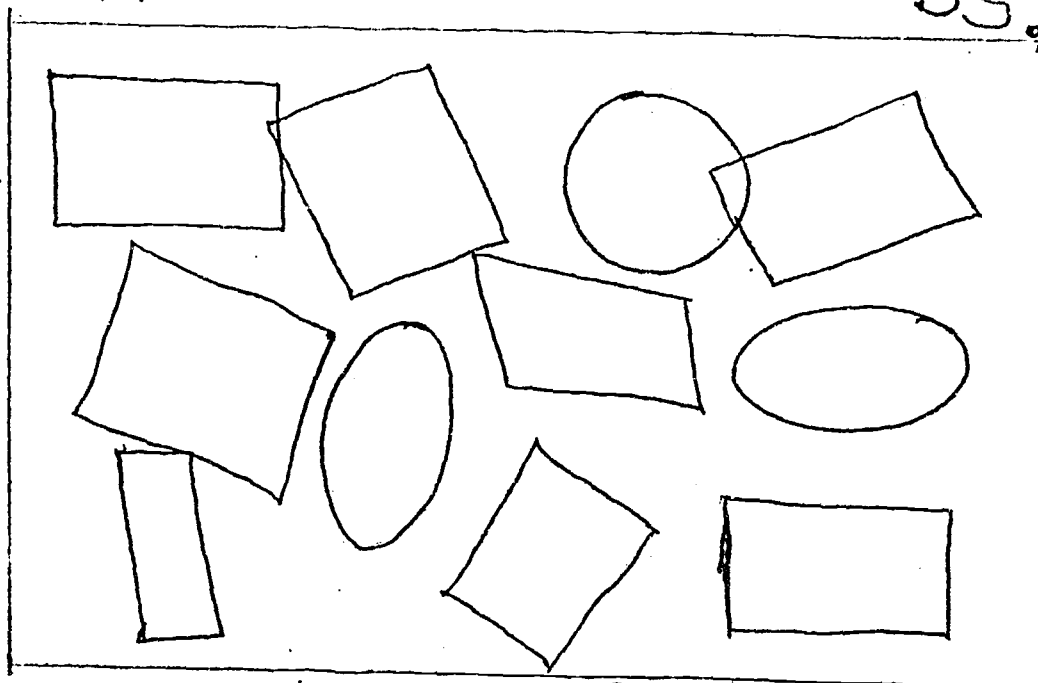
A VISIT WITH THE FIREMAN

A VISIT TO THE SUPERMARKET

Appendix D.

Bulletin board
Grade Two

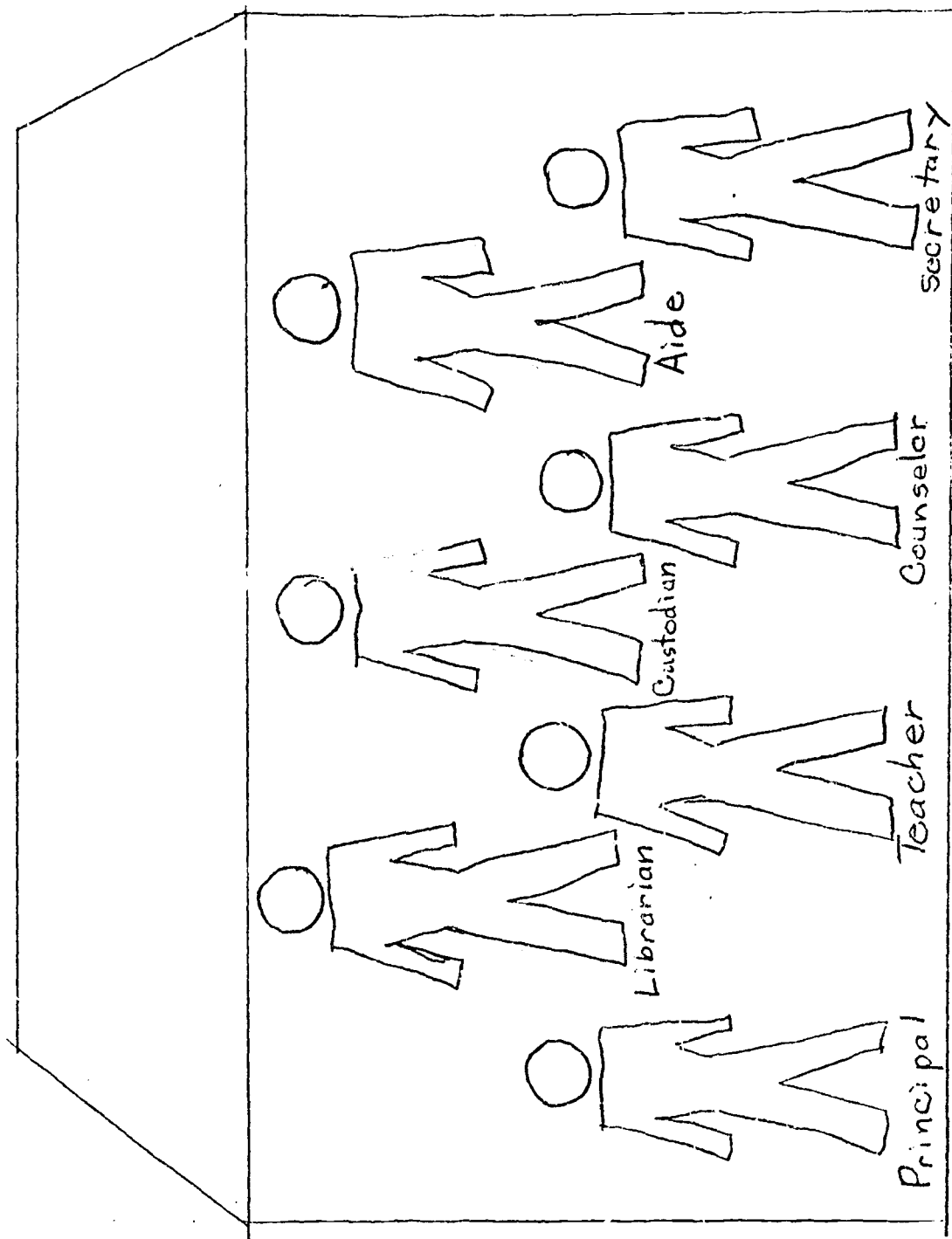
IT TAKES ALL KINDS!



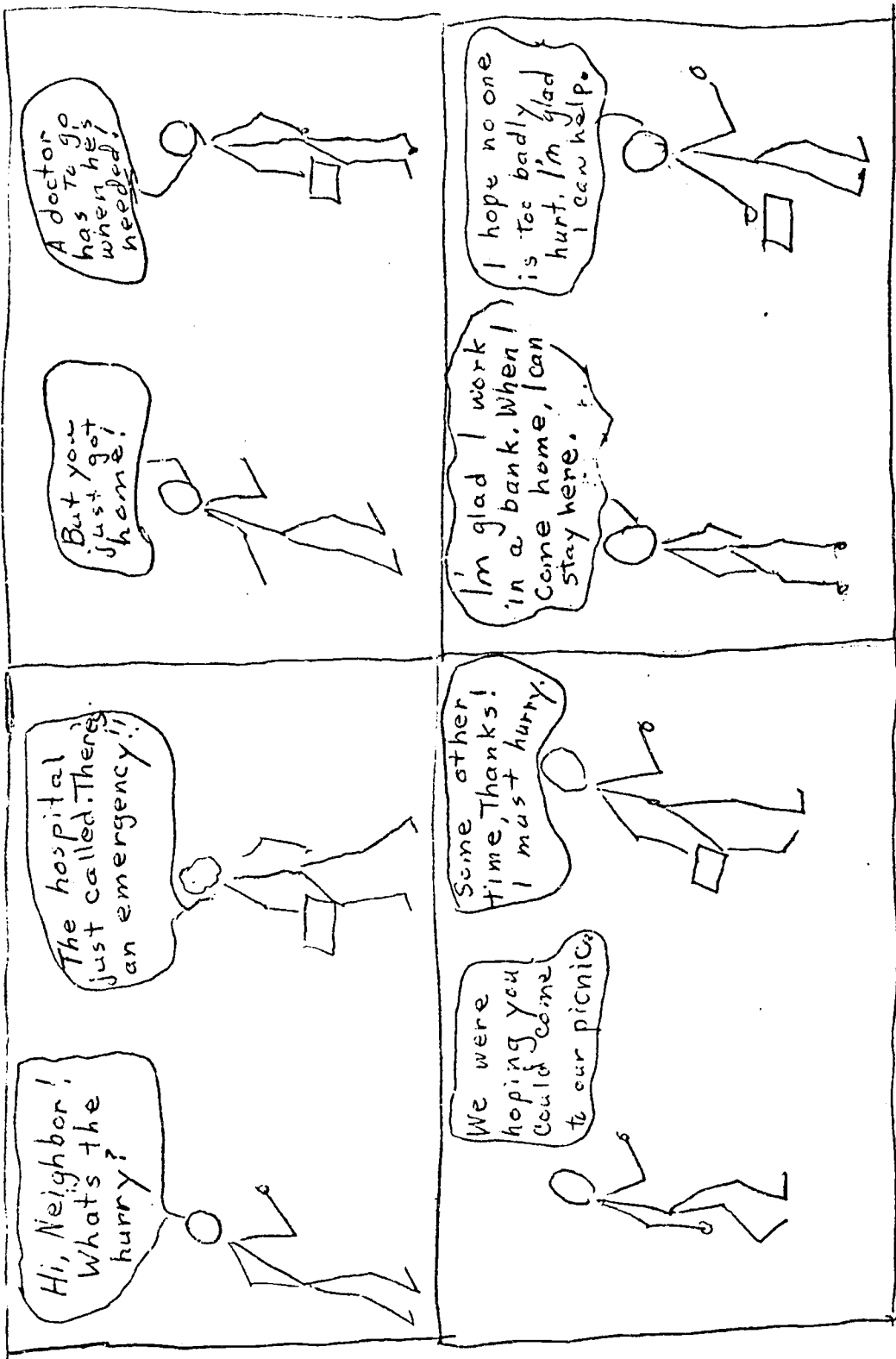
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THE WORLD of WORKERS,

Appendix E,



Workers in Our School



APPENDIX G

GRADE TWO

Career Awareness - Related books and materials in Lincoln Elementary School Library

Miller, Lisa. Sound (Coward-McCann, Inc., 1965).

Podendorf, Illa. The True Book of Sounds We Hear (Children's Press, 1955).

Chace, Haile. The Pilot of a Plane (Melmont Publishers, Inc.).

Hoffman, Elaine. About Helpers Who Work at Night (Melmont Publishers, Inc., 1963).

Newman, Shirley. About People Who Run Your City (Melmont Publishers, Inc., 1963).

Radlauer, Keith. Fathers at Work (Melmont Publishers, Inc., 1958).

Rossonando, Frederick. Earning Money (Franklin-Watts, Inc., 1967).

McClosky, Robert. Make Way for Ducklings (Viking Press, 1941).

Green, Carla. I Want to Be Series (Children's Press, 1960).

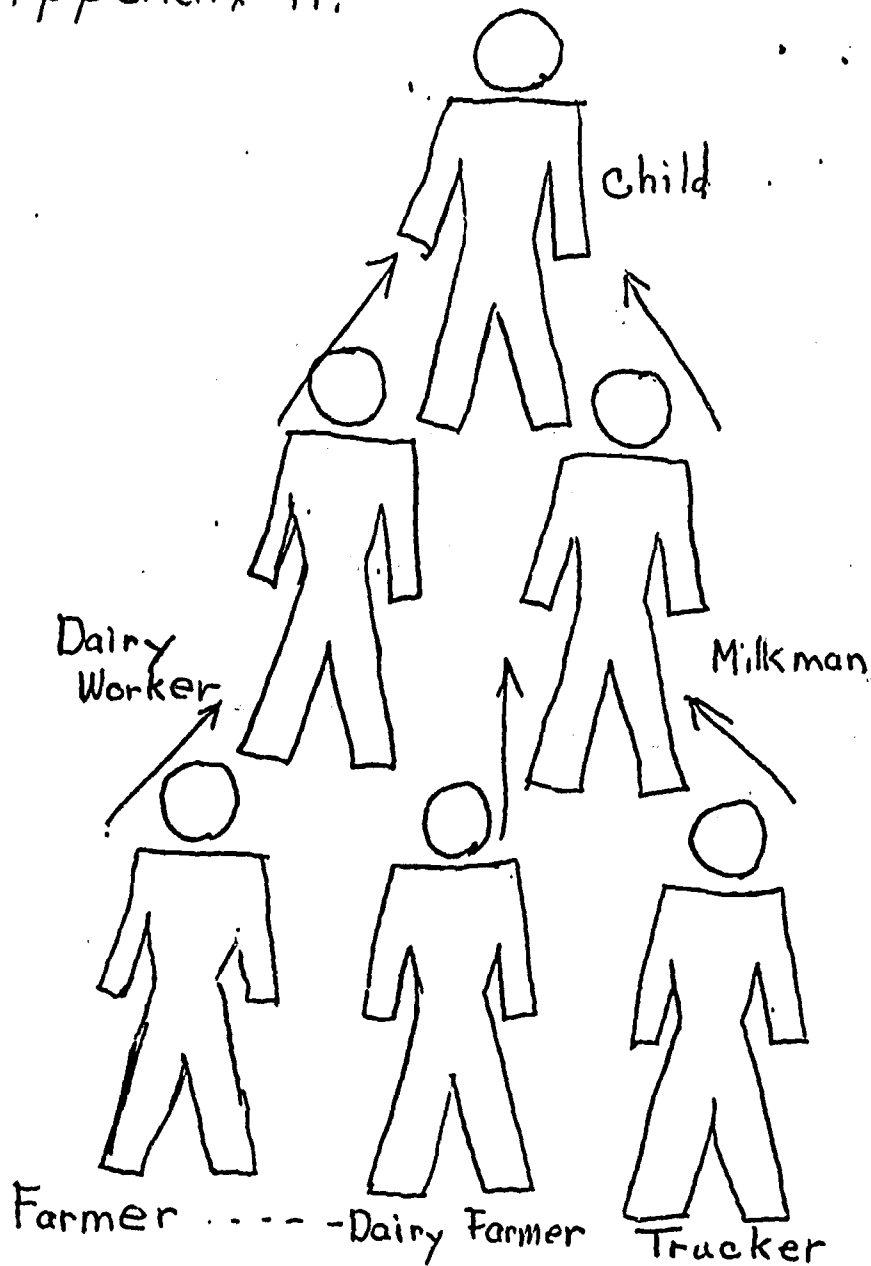
I Want to Be A Nurse	Postman
Telephone Operator	Bus Driver
Pilot	Road Builder
Truck Driver	Scientist
Policeman	Zoo Keeper
Space Pilot	Train Engineer
Carpenter	Airplane Hostess
Teacher	Animal Doctor
Storekeeper	Librarian
	Mechanic

Picture Story Study Print Set, (Society for Visual Education, Inc.).

Postal Helper, Fire Department Helpers, Police Department Helpers,
Dairy Helpers.

Brown, Margaret Wise, The Summer Noisy Book (Harper and Row, 1951).

Appendix H.



Bulletin Board Idea -- Grade Two.

Use for other job families. Always have child at apex.

APPENDIX 1

GRADE TWO

MUSIC

MAKING MUSIC YOUR OWN-2

Silver-Burdett Company

RECORDS

COTTON NEEDS PICKING	PAGE 6
CRAWFISH MAN	PAGE 139
SHEEP SHEARING	PAGE 110
WHO BUILT THE ARK	PAGE 104
MUSIC ROUND THE TOWN (1955)	PAGES 13-37

Follett Publishing Company

MUSIC IN OUR TOWN (1956)	PAGES 70-101
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Silver-Burdett Company

Song Tune - (Here We Go Round the Mulberry Bush)

Peabody Language Development Kit

Teacher's Manual - Level 2 - pages 155-156.

APPENDIX J

GRADE TWO

POETRY RELATED TO UNITS STUDIED -

SOURCE: SOUND OF POETRY - Austin and Mills (1963) Allyn and Bacon, Inc.

AUTOMOBILE MECHANICS	Dorothy Baruch	Page 103
THE WORKSHOP	Aileen Fisher	Page 104
THE LAWN MOWER	Dorothy Baruch	Page 104
THE PEOPLE	Elizabeth Madox Roberts	Page 130
PEOPLE	Lois Lenski	Page 130
POEMS RELATED TO OCCUPATIONS	-	Pages 135-155, inclusive
POEMS RELATED TO TRANSPORTATION	-	Pages 160-181, inclusive

APPENDIX K

GRADE TWO

GAMES AND ACTIVITIES

RIDDLES

WHO AM I?

Pupils make their own riddles.
Choose an occupation. Tell four things about the worker. Others in class guess the answers.

NURSERY RHYMES

Pupils guess what occupation referred to----

THE HOUSE THAT JACK BUILT (Carpenter)
MARY, MARY, QUITE CONTRARY (Gardener)
SING A SONG OF SIXPENCE (Maid, King, Queen)
OLD KING COLE (Musicians)
HOT CROSS BUNS (Baker)
OLD MACDONALD HAD A FARM (Farmers)

Children may have fun trying to make more riddles.

IDENTIFICATIONS- WHO AM I?

Child says -- I am a worker.

I work in a _____.

I wear _____.

I drive a _____.

Who am I? _____.

Children make their own riddles, give their own clues.

IDENTIFICATIONS

Cards with pictures of tools for various occupations.

Cards with names of occupations.

Matching game. Two or more could play.

SERVICES OR GOODS

Children may think of a worker to represent. Then say, "I am a doctor. Do I give you goods or services?" Call on another child. If he answers correctly, he may have a turn.

Matching occupations - clothing - tools - (See Peabody Language Development Kits) Level 1 - pages 8-9.

CAREER QUIZ GAME

The teacher will give the class a word representing a natural resource.
The students will name occupations involved with the resource.

Example

Teacher, "tree"

Student, "logger, nursery man, truck driver, carpenter, furniture man."

This could be varied by using any noun - and having children give occupations related to the word.

APPENDIX K

JOB FAMILY GAME

Child may say, "I am a principal. I need someone to be in my job family!" Another child may volunteer, "I am a teacher, I will be in your job family." Try to get several workers for each family. (This type of game correlates well with language arts: complete sentences, enunciation, etc.)

GAME.....JOB FAMILIES

One child may say, "I am a doctor." He will call on a child in the class, who must reply by naming a worker who belongs to the same job family.

If he answers correctly, he gets a turn. Let all children have turns.

EXAMPLES:

Doctor-nurse
Milkman-trucker
Principal-teacher
Policeman-highway patrol
Pilot-stewardess
Baker-grocery man
Newscaster-camera man

OCCUPATIONS GAMES

Nicknames for Occupations:	Mechanic	- grease monkey
	Policeman	- cop
	Dishwasher	- pearl diver
	Singer	- crooner
	Tunnel worker	- sandhog

Children may think of others.

DEFINITIONS FOR OCCUPATIONS

An oyster-boxer is not one who boxes oysters, but rather, one who puts oysters in boxes.

A bone crusher is not a professional boxer, but one who crushes animal bones for glue in a glue factory.

A baby sitter is not one who sits on babies, but one who cares for children when the parents are away.

A grease monkey is not a monkey made of grease, but rather, a mechanic.

A night watchman does not watch the night, but rather is one who guards our streets to see that all is well.

Children may make other definitions to add to the list, as the unit study progresses. (This idea adapted from OCCUPATIONAL INFORMATION IN THE ELEMENTARY SCHOOLS, by Willa Norris. Science Research Associates, Publishers)

APPENDIX L
GRADE TWO
ORIGINAL SONGS

To the tune of "Yankee Doodle"

Mailman:

I'm the man who brings your mail,
I serve you every day.
The pack I carry on my back
Is heavy, I must say.

I'm the mailman, big and strong
I walk miles, rain or shine.
I carry mail the whole day long.
I like my job just fine.

Counselor:

I'm the lady down the hall,
I'm everybody's friend.
I talk to students big and small,
From morning till day's end.

I like to spread the word around,
That we should all be happy.
The way to do that, I have found,
Is not to act so "sappy."

Newscaster:

You see my picture on T.V.
I bring all the news to you.
The local news and sports you see,
And world-wide stories, too.

Every day I'm on the air,
My voice is nice and clear.
I have to speak distinctly,
So that everyone can hear.

Help the students make other verses.

Think about your day! Make a list of ten items for each column.

	Hear	See	Smell	Taste	Touch
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

Evaluation: for Unit on Environment.
Appendix M.

APPENDIX N

Sample letter to a classroom speaker.

Name of school.

Dear _____:

We would like to thank you for planning to visit with us on (date) in order to tell us about your work. Our purpose is to help children become aware of the many career opportunities and the attitudes necessary for success.

It will help if you plan your presentation to answer questions such as the following:

1. What do you do in your job?
2. What activities are included in your working day?
3. Do you need special tools or equipment?
4. What kind of training or education are necessary for your work?
5. Do you need special skills?
6. Do you need the communication skills (reading, writing, speaking) in your work?
7. Do you need to cooperate with others in your work?
8. Do you enjoy your work? Why?

Please bring any visual aids (tools, uniforms, etc.).
We are looking forward to your visit.

Cordially,

(Name of teacher)

THIRD GRADE

INTRODUCTION

The career education program is divided into two parts: "Self-Awareness" and "The World of Work in Our Community".

The Self-Awareness portion should be started right away in the fall. Initial introduction should be one week. The activities after that can be carried on throughout the remainder of the year.

The World of Work has been organized around the study of our community, with the same areas being studied. This unit is planned to cover a period of three weeks. The program is written in such a manner that many activities are suggested. It is not expected that each teacher carry out all of these activities. Rather, the teacher will need to choose those activities which will work best in the classroom, and which she has the materials for. The supplementary materials listed are excellent, if they are available.

An additional list of suggested activities is included in Appendix H. The teacher may choose from these the ones she wishes to incorporate into the study. Many of these can be correlated with other subject areas.

THIRD GRADE
SELF-AWARENESS I

CONCEPT:

Each child needs to learn about himself as part of preparation for the world of work.

TEACHER OBJECTIVES:

To give each student a sense of his own uniqueness and an awareness of the uniqueness of others around him.

To help children discover that their emotional life is a valid area for exploration.

To develop the child's awareness of his feelings.

BEHAVIORAL OBJECTIVES:

Each student will list how he is alike and how he is different from his classmates in five different ways.

ACTIVITIES	REFERENCES AND MATERIALS
1. Have the pupils fill out an information sheet telling all about themselves. Ask each child to bring to school six or eight pictures of himself and his family from his birth until now. Use these pictures to make a "Getting to Know You" bulletin board. One child is featured each week. Along with the pictures, include the child's information sheet, "A Story About Me."	1. A Story About Me - Appendix A
2. Pupils talk about things they might have wondered about.	2. <u>Focus on Self-Development</u> <u>Stage One - Awareness</u> SRA Manual p. 14

3. Show filmstrip and listen to some of the things that children like themselves sometimes wonder about.
4. Discuss things they wonder about and then make a summary statement such as, "This year we will listen to stories, look at photographs, and watch filmstrips and then we will talk about them or make up stories of our own. Maybe we can find out more about some of the things we wonder about ourselves, about others, and about things around us. We will see how we are alike and how we are different from each other.
5. The students may use scales, mirrors, and tape measures to arrive at conclusions regarding differences in height, weight, hair color, and skin color. They may also make a hand print or a foot print and then compare these prints with those of classmates and conclude that each of them is different.
6. Have books available on differences in people. The class may read these on their own.
7. Unit C - Emotional Self
"Today we are going to see a filmstrip that is about something that all of us have. At the end of it there will be a little song that we can learn and sing along.
3. SRA FS: Sometimes I Wonder
6. Ideas and Images
A Nice Place to Visit p. 125-133
The Invitation p. 226-234
Fun All Around
Surprise for Mrs. Goose p. 8-16
Treat Shop
Angleworm's on Toast p. 23-31
Peacock Lane
Pippi Finds a Spink p. 23-31
7. SRA Manual p. 28
SRA FS: Circle of Feelings

8. Class may read on their own.
9. Discussion questions.
10. Facial expressions. The class might practice making faces to indicate their expressions when they feel certain ways - for example, happy, sad, angry, afraid, and proud. Other pupils guess the feeling being expressed. They may also observe their own expressions in a mirror.
11. Story telling with puppets. Pupil uses a puppet to tell the class a story about someone who is sad, happy, afraid, etc.
"_____ is so happy today. It is a holiday and he is going to play with his friends all day long."
12. Role play such things as: watching a parade, finding an injured animal, getting a new dress or a new toy, winning a game, going to a dentist, getting pushed or shoved.
13. Each student will make an "All About Me" booklet. Include in it some pictures and all open-end sentences, such as these:
Most of the time I feel _____.
I am happy when _____.
I am sad when _____.
I am afraid when _____.
Feelings are _____.
Sometimes I can tell how you feel by _____.
Sometimes you can tell how I feel by my _____.
Someone hurt my feelings when they _____.
8. Ideas and Images
The Crystal Flask p. 275-282
9. SRA Manual p. 34.
11. Refer to Puppetry Handbook
13. Booklet materials.

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>14. Art. Pupils draw self-portraits indicating the facial expressions that they think they have most of the time. Put these in their "All About Me" booklets.</p> <p>15. Photoboards for discussion, role playing, writing short paragraphs, etc.
3, 7, 8, 9, 10, 11, 12, 13, 29, 37.</p> <p>16. Begin a vocabulary chart. Joyful, cheerful, sorrowful, timid.</p> <p>17. Bulletin Board: "I Have Feelings" using pictures from magazines and newspapers to show people displaying various emotions.</p> <p>18. Group Art: Begin a "Happiness Is _____" or a "Sadness Is _____" booklet, with each person drawing a contribution to illustrate a situation that might be characterized as happy or sad.</p> <p>19. Sing the song "Happiness"
Words and music by Clark Gesner</p> <p>20. As a means of getting acquainted with other members of the classroom, the class should be divided into groups of four. This group will remain the same for most of the activity sheet and record their findings.</p> <p>21. In order for the students to realize their own individuality, stress the importance of</p> | <p>14. Art supplies.
"All About Me" booklet</p> <p>15. SRA photoboards</p> <p>16. Vocabulary chart.</p> <p>17. Pictures.</p> <p>18. Booklet materials.</p> <p>20. <u>Dimensions of Personality</u>
"What About Me"
Unit I, Activity I
"This Group"</p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

being themselves. Ask each student to close his eyes and then read: "You are one of a kind. Nobody else in the world is exactly like you. You are special. You have a special place in the lives of people around you. Now, suppose you had never been born. How would your family be different? What would be missing from their lives? What are some of the things that would never have been bought? How would your classroom and your neighborhood be different without you? You are a special person. There's only one you. You probably mean more than you know to the people who know you well." After the reading, have the students tell how things would be different if they weren't around.

22. Play the game, "Help Your Kamian." Draw the imaginary planet of Kamia on the board and explain that on this planet the people all look alike, but they can change their looks and look like anyone they want to. They want to know more about earth, so they would like to take the places of the students in the class. They are going to have trouble acting like the students. They know people are different here and like different things. To find out just what you like so they can take your place, they need some answers to questions, "What do you like for a snack when you watch

TV? What do you say when you're very happy? Where do you go when you want to be alone? What person do you most like to play with?

- | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| 23. As a means of expressing their feeling, play "A Game of Pretend." | 23. <u>Dimensions of Personality</u>
Unit III, Activity I
"A Game of Pretend" |
| 24. Have the students draw faces to show feelings of joy, anger, worry, and fear. Use these faces as a mask for role-playing, etc. | 24. Art materials. |
| 25. Add "emotion" to vocabulary chart. | 25. Vocabulary chart. |
| 26. Discuss fear and how every person is afraid of something. Try to distinguish between things we should fear, and fears which are of some fantasy. Have one child tell how he became less frightened of something. | |
| 27. Have the class read a story about fears. | 27. <u>From Eight to Nine</u>
A Not-So-Good Surprise p. 50-55 |
| 28. Each child should be given some insight into his own negative feelings so he can learn to control them. Each child is asked to name his degree of irritation in certain situations. | 28. <u>Dimensions of Personality</u>
Unit V, Activities I and II
"Getting Mad"
"Candy Time" |
| 29. Act out situations of feeling mean.
Growl and bark like a mean dog.
Walk and growl like a mad bear.
Walk and roar like an angry gorilla.
Walk and snarl like the fierce lion. | |

30. Have books for children to read.

30. From Eight to Nine
What is the Matter with Patty?
p. 60-63
What to do About Angry Feelings?
p. 64-65

31. As a means of developing some type of self-concept, have each member of the class look at themselves in a mirror and ask, "Would I like to meet that person?" Have them decide what there is about them that a person would really like. Is there something they should change so that people will like them even better? How can they change themselves?

32. Evaluation.

32. See Appendix B.

THIRD GRADE
SELF-AWARENESS II

CONCEPT:

Effective communication helps people cooperate and work well together.

TEACHER OBJECTIVES:

To help the child become aware of himself as a social being.

To develop skill in problem solving.

To help the child realize the value and desirability of, and frequently the necessity for, sharing and cooperation.

To help the child identify problems and to determine and weigh the consequences of possible solutions, particularly in terms of how certain solutions will affect others.

To help pupils become more sensitive to their environment, to other people, to behavior and attitudes, and to factors that lead to problems.

To stimulate pupils to think about possible causes for what people say and do.

BEHAVIORAL OBJECTIVES:

Each student will take part in role-playing a situation in which a problem is presented and solved.

ACTIVITIES	REFERENCES AND MATERIALS
1. Unit D - Social Self Recorded story: Lonesome Ben Today we are going to hear a story about a little boy named Ben. Listen to see if the things that happened to him have ever happened to you.	1. SRA Manual p. 38 SRA record: Lonesome Ben
2. Follow the record with the discussion questions.	2. SRA manual p. 39-40.

3. Role play the situation.
4. Books for the class to read.
5. Pupils may compile a list or draw pictures of the people they talk to or have some dealings with during a week. The list might consist of such people as family members, teacher, schoolmates, principal, counselor, nurse, dentist, doctor, clergyman, postman, bus driver, store clerk, ice-cream man, policeman, and the neighbors. Discuss the type of relationship with family members, a strictly business relationship, and a helping relationship. Add the list or pictures to their "All About Me" booklet.
6. Photoboards for discussion.
4, 7, 8, 9, 11, 14, 18, 19.
7. Open end sentences to be added to booklet:
Being with people is _____.
People are _____.
Being alone is _____.
I am lonely when _____.
I like to be with people when _____.
I don't like to be with people when _____.
8. Divide the class into groups of four or five. Choose one in the group to be the leader. He is responsible for seeing everyone gets a turn, etc. Place the following questions on the board and have each group discuss each question on their own.
What hurts your feelings?
When don't you want friends?
4. Ideas and Images
Someone for Maria p. 155-161
6. SRA photoboards.
7. "All About Me" booklet.

What do you do when you don't have any friends?
 How do you make-up with your friend after a fight?
 What do you like to do with your friends?
 What do you like to do alone?
 What don't you like your friends to do?
 What can your friends do that you would like to be able to do?

- | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| <p>9. Given a list of several classmates, the student will write one to three sentences describing the most valuable personal attribute of each classmate as he perceives them. He will then compare his opinions with those of his classmates.</p> | |
| 10. Art: Draw pictures of people who are important to them or whom they like to be with. | 10. Art materials |
| 11. Books for the class to read. | 11. <u>Little Town</u> - Hader
<u>Nothing to Do</u> - Hoban |
| 12. Sociometry: Administer a sociometric test to obtain a preliminary evaluation of the pupil's feelings toward each other. | 12. Sociometric test. Use the Sociometric Instrument of J.R. Barclay (1966) found in the counseling section of this guide. |
| 13. Unit L. Unique Qualities photoboard 26: A group of boys are playing on climbing bars. One boy stands looking on. Show the class the picture and have an open discussion or "buzz groups" to talk about it. Relate it to their own experiences. Photoboard 27: Same boy is playing alone with a pet guinea pig. Open or buzz discussion. Photoboard 28: Same boy is actively participating in a lively classroom game. Discuss. | 13. SRA Manual p. 92
Photoboard 26

Photoboard 27

Photoboard 28 |

14. Record: Pupils can hear the boy in the photoboards talk about himself. Pupils may follow this by talking about themselves as individuals.
 15. Class may read books and stories and watch filmstrips on their own telling about similar problems.
 16. Unit M. Problem Solving Process Pupils and teacher are to supply their own content: a current, unsolved problem of concern to the class as a whole. Examples may be: running in the hallways, playing on the grass during recess, noisiness when the teacher is out of the room, saying unkind things to classmates, copying from other's work, bothering others while the teacher is speaking, getting out of seats during class, or various play ground incidents such as pushing, snowball fighting, etc.
 17. After the problem has been established, this should be followed with a guide to the problem solving procedure. This may follow these ideas:
 - ...teacher and pupils identify a current common problem.
 - ...together they state the problem as accurately as possible, and they understand and agree to the statement of the problem.
 - ...they discuss possible causes of the problem.
14. SRA manual p. 94
SRA record: Side 6, band 1
Something About Me
 15. FS: New Pupil AV 103650
From Eight to Nine
Left Out p. 15-21
I Should Have Stayed in Bed -
Lexau
Little Blue and Little Yellow -
Lionni
Tico and the Golden Wings -
Lionni
Crow Boy - Yashima
 16. SRA manual p. 97

...they discuss pros and cons of the various suggested solutions, including their feelings about them.
 ...they eliminate suggested solutions that are not acceptable.
 ...they agree to actually try one solution.
 ...they try the solution agreed upon.
 ...they evaluate the results of the solution they have tried,
 ...if the solution is unsatisfactory or if other solutions also seem feasible, they repeat the preceding steps, beginning with step 5, until they agree upon one or several solutions.

18. Students should then be shown pictures where problems are present and decide what the problem is, etc. The following photoboards may be used as problems:
 12, 13, 14, 15, 17, 22, 23, 24, 25, 26, 29, 30, 31, 32, 33, 34.

19. Students should read about problems and approach them with a problem solving attitude.

20. Open-end sentences for their booklet:
 One problem I wish the class would talk about is _____.
 If I never had problems, I _____.
 _____.
 One problem I solved is _____.
 Problems that aren't solved _____.
 _____.
 A problem I haven't solved is _____.

21. Observing and listing problems:
 Have the class observe certain problems they hear about on the news and in the community. Later you may develop "Problem-

18. SRA Photoboards

19. From Eight to Nine
What Do You Think?
 p. 88-89 p. 146-147

20. "All About Me" booklet

- Solving Buzz Groups" to take one or the problems and discuss it. After a designated time, the pupils can act out the solutions to the problem.
- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>22. Students may listen to problems on records and attempt to solve the problems.</p> <p>23. Have books for the class to read about problems.</p> <p>24. Unit N: Needs and Interests of Others.
Sharing - Role playing. Class is given the following situation: Two children are arguing because each wants to watch a different television show. As they continue to squabble, a parent walks in on the scene. Pupils then volunteer to play the roles of the children and the parent. They may use puppets or role-play directly. Follow this with a discussion on being fair, taking turns, sharing.</p> <p>25. Class listens to actual sharing situations. Follow the record with a discussion of these typical incidents.</p> <p>26. Class will discuss what they should share at home, what they should share at school, and what things not to share.</p> <p>27. Group discussion, role-playing, or writing brief paragraphs may follow the viewing of photoboards:
4, 6, 11, 13, 14, 19, 20, 34, 35, 40.</p> | <p>22. SRA record:
Side 6, bands 2, 3, and 4.</p> <p>23. <u>Tom and the Two Handles - Hoban</u>
<u>Bad Trouble in Miss Alcorn's Class - Rothschild</u></p> <p>24. SRA manual p. 105</p> <p>25. SRA manual p. 108.
SRA record
Side 7, bands 1, 2, and 3.</p> <p>27. SRA Photoboards</p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

28. Open-end sentences to be added to their booklet.
I don't mind taking turns when _____.
I don't like to take turns when _____.
When I share with others, I feel _____.
Sharing is _____.
29. Have books available for the class to read concerning sharing situations.
28. "All About Me" booklet
29. Ideas and Images
Scrambled Eggs p. 194-202
Treat Shop
Boss of the Barnyard p. 28-35
Story Carnival
Poor Jimmy Smith p. 21-30
Meadow Green
The Smiling Smiggles p. 134-140
Jill's Turn at Bat p. 11-17
From Eight to Nine
Working Together p. 106-107
Learning to be a Good Sport p. 126-127
A Good Game p. 136-139
Jenny's Adopted Brothers - Averill
It's Mine - Bonsall
Let's Be Friends - Bryant
It's Mine - McKean
30. Unit 0: Consequences of Decisions and Their Effects. The class will identify problems and determine and weigh the consequences of possible solutions, particularly in terms of how certain solutions will affect others. They will listen to the record: Andy, A Boy Who Ran Away.
30. SRA manual p. 111
- SRA record:
Andy, A Boy Who Ran Away
31. Follow the record with discussion questions.
31. SRA manual p. 112
32. Role-play the situation and add an ending as to how you think it will work out.

33. "Who Cares If _____" game may follow the role playing situation. After a solution has been made, ask who will be affected by this solution. Decide how certain decisions affect others.
 34. Open end sentences for their booklet:
I think the biggest thing Andy learned was _____.
If I were a parent and my child ran away, I would _____.
Before you make a decision, you have to think about _____.
If I had a problem like Andy's, I would _____.
 35. Photoboards for discussion:
5, 11, 15, 17, 22, 30,
31, 36, and 37.
 36. Books related to the subject for pupils to read on their own.
 37. Unit P: Factors Which Influence Behavior and Attitudes.
Show the class a filmstrip. Precede the showing by asking the class if any of them have ever been lost, and if so, how they felt.
 38. Follow the filmstrip with a discussion.
 39. Role play the story of Judy, providing various endings to the story.
 40. Photoboards for group discussion, role play, or for writing brief paragraphs.
13, 17, 22, 23, 24, 26,
29, 30, 32, 33.
34. "All About Me" booklet
 35. SRA Photoboards
 36. A Baby Sister for Frances - Hoban
Horton Hatches an Egg - Dr. Suess
 37. SRA manual p. 115
SRA FS: Judy's Ups and Downs
 38. SRA manual p. 122
 40. SRA photoboards

41. Open end sentences:
I always make up my own mind
about _____.
If I had my choice, I would _____.
When I can't do something, I _____.
It is hard for me to make a
decision about _____.
Talking about a problem is _____.
One problem I have I still can't
solve is _____.

42. Have books for the class to
read on their own.

43. Unit R: Causes of Behavior.
Pupils need to think about
possible causes for what people
say and do. They need to use
their imagination and reasoning
skills to accomplish this. Tell
the class that they will hear
some story endings. The pupils
will then need to think about
the actions that might have
preceded the endings.

44. Follow the listening with a
discussion.

45. Give the class additional
endings. They may discuss or
act out possible stories or
events that might have led up
to the outcomes.

46. Photoboards depict various
endings of situations. Pupils
think of events that led up
to the outcomes shown.
7,8,10,13,17,22,26,29,30,
32,34,36.

41. "All About Me" Booklet

42. Elf Owl - Buff
Ideas and Images
Make Him Smile p. 173-180
From Eight to Nine
Cathy Ann's Problem p. 118-121

43. SRA Manual p. 132

SRA Record:
Do You Know What Happened?
Side 8, band 2

44. SRA Manual p. 133

45. SRA Manual p. 134

46. SRA photoboards

47. Sentence completion for their booklet.

_____ helps.
_____ tomorrow.
_____ over.
_____ bad.
_____ good.
_____ me.
_____ together.

48. Discuss their favorite TV program and how they can be predicted in many cases.

49. Write "New Fairy Tales". Using the last lines from fairy tale classics, the pupils make up their own stories to go with these endings.

50. Book for the class to read.

47. "All About Me" booklet

50. A Pocketful of Cricket -
Caudill

THIRD GRADE
SELF-AWARENESS III

CONCEPT:

Individual differences determine a person's choice of occupations.

TEACHER OBJECTIVES:

To help the child think about other people as individuals.

To help the child realize that each person sees things differently according to their own viewpoint or frame of reference.

BEHAVIORAL OBJECTIVES:

Each child will take part in a role playing situation in which a problem is presented and two points of view are shown as related to the problem.

ACTIVITIES	REFERENCES AND MATERIALS
1. Unit Q: Behavior and Attitudes "I am going to have you listen to a record today which shows how there are two points of view to many things."	1. SRA manual p. 126 SRA record Side 8, band 1-
2. Follow the record with questions for discussion.	2. SRA manual p. 127-128
3. Role play the situation with possible changes. Follow the initial role play with another role play on what will happen the next day when the two girls meet.	
4. Use photoboards to discuss how each person in the photo sees the situation. 13, 22, 23, 24, 26, 29, 30, 32, and 33.	4. SRA photoboards

5. Open-end sentences for booklet.
 When somebody shouts at me,
 I _____.
 When I feel angry inside, I _____.
 When I feel good inside, I _____.
 The best thing to do after a
 fight is _____.
 When somebody is nice to me,
 I _____.
 An argument might turn into
 a fight if you _____.
6. Class may read books on their own. 6. The Picnic - Daugherty
The Happy Lion and the Bear -
 Fatio
7. Students need to realize their
 ability to change and to make
 decisions, to determine, in
 part, their own future. Have
 students bring to class
 pictures of how they looked
 a few years ago and how they
 have changed up to now.
7. Dimensions of Personality
Unit VII - Becoming Me
8. To know that we do have
 different feelings at
 different times, have the
 class respond to the sentences
 below:
8. Dimensions of Personality
Unit VII - Different Me's
- What does the (Lazy me) say about (Saturday morning) _____.
 (ambitious me)
 (silly me)
 (serious me) (a math test)
 (tree climbing)
 (watching TV)
9. To highlight some of the
 major topics of Stage One of
Focus on Self-Development,
 present both part I and part II
 of the filmstrip, "Sometimes
 I Wonder". Follow part I with
 a review and brief discussion.
 Introduce part II by asking,
 "Have you learned anything
 about some of these things
 you wondered about last fall?"
 Discuss and then show part II.
9. SRA Manual p. 137
 SRA FS: Sometimes I Wonder
 Parts I and II

10. The teacher should find some pictures in magazines of what she at one time wanted to be. Show these to the class and explain that your plans for the future were an important part of you. Ask them to look through some magazines to find pictures of people doing two jobs they would like to do. Paste these pictures on a sheet labeled, "Will this Be Me?" Post this sheet in the classroom and in a few weeks see if their conceptions of themselves as grownups have changed. Later add this sheet to their own booklets. Along with it, have them write a paragraph on "What I Hope to Be."

11. As a class, read a book on possible occupations.

12. Evaluation.

10. Pictures from magazines.

"All About Me" booklet

11. What Will I Be From A to Z -
Gelb

12. See Appendix C

THIRD GRADE

COMMUNITY

CONCEPT:

Environment influences choice of work.

TEACHER OBJECTIVE:

To develop a better understanding of their city, e.g., which areas are industrial, residential, and downtown; the natural resources in the city, and the variety of occupations available.

To develop greater interest in the city as reflected in greater information seeking.

BEHAVIORAL OBJECTIVES:

The student will define what a community is.

The student will list three kinds of communities.

The student will locate their own community on state and national maps.

ACTIVITIES	REFERENCES AND MATERIALS
1. Define what a community is: A community is a place where people live and work together. A community is made up of neighborhoods, each of which may have some features of its own. Show filmstrip to the whole class.	1. Filmstrip from AV Cities Are People 104317
2. Find your city on a state and national map.	2. State and national map
3. Discuss the various kinds of communities. Research in books. Students preview filmstrip on their own and later give reports to the class on their findings.	3. Filmstrip from AV: Living in a Town 103797 A Family Shopping Trip 103782 Living in a City 103712 Here is the City 103710 Problems of the City 103713

Working in the City 103714
 Different Neighborhoods 103787
 In and Out of Neighborhood 103788
 Neighborhood Workers 103789
 Robbie's Neighborhood 103791

Books:

You and the Community
Communities of the U.S. p. 13-24
Other Community Needs p. 88-89
Communities and Social Needs
Communities of Today p. 5-12
In City, Town, and Country
All Together p. 140-141
We Look Around Us
The World Works p. 120-129
Greenfield and Far Places
Main Street in Greenfield p. 19-24
A City Neighborhood p. 190-193

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| <p>4. Make a bulletin board of the various kinds of communities. Get pictures from the local Chamber of Commerce.</p> | <p>4. Bulletin board materials.</p> |
| <p>5. Discuss the nationalities represented in our classroom and community. Locate the nations on the map. Read about people of other nationalities.</p> | <p>5. <u>Ideas and Images.</u>
 <u>The Invitation p. 226-234</u>
 <u>A Nice Place to Visit p. 125-133</u></p> |
| <p>6. Compare the size of our city with the size of other cities and towns in the trade area. Discuss how we depend on each other.</p> | <p>6. Maps of surrounding area.</p> |
| <p>7. Begin a map of the community. Make it as large as possible. The base should be divided into blocks. All objects on it should be movable. Add to it as each area is studied. Stress the importance of city planning before actual building takes place.</p> | <p>7. Large cardboard or wood base.</p> |
| <p>8. Show filmstrip on city problems.</p> | <p>8. Filmstrips from AV:
 City Problems 104318
 People Solve Problems 104319</p> |
| <p>9. Evaluation</p> | <p>9. See Appendix D</p> |

THIRD GRADE
THE WORLD OF WORK

CONCEPTS:

There is dignity in work.

Some workers produce services; others produce goods.

People in the family, community, and world depend on each other.

Observing people at work enlarges the child's general knowledge of occupations.

Leisure time activities may influence career choice.

There are relationships in job families.

TEACHER OBJECTIVES:

To develop the concept of looking at jobs related to interests.

To develop the concept of "job families."

To make the child aware of the wide variety of jobs, ranging from the occupations of his family to those of city workers.

To develop the concept that people we know work to help others, protect others, and fix or make things for others.

BEHAVIORAL OBJECTIVES:

The student will give the requirements for two job positions.

Each student will list the existences of ten occupations and professions.

Each student will role-play lead-in activities involved in jobs (applying for work, doing the work, etc.)

Given a list of workers, the students will arrange them into two groups: Workers who give services, and workers who produce goods.

ACTIVITIES

REFERENCES AND MATERIALS

1. Students discuss and begin listing jobs in our town. Add to the list whenever a child comes up with a new job.

2. The students should realize that each and every person has a place in the community. Each student is an important part of his home. All persons in their home have jobs they are responsible for. Discuss what some of their responsibilities at home are.
 3. The teacher may ask the students to recall the last time they were assigned a job to do at home which they liked. Discuss: How did I feel when I was working? How did I feel when I was finished? Discuss dignity in work by leading the students to recognize the pride one feels in doing a job well.
 4. Begin a "Workers Chart"
Include in this chart a list of the workers found in each field. Start with "Workers at Home." You may give a brief description of the job if desired.
 5. Have filmstrips available for pupils preview which show various home jobs.
 6. Perhaps the most important job in each family is the fathers. Have each student tell where his father works and what he does. Students may interview their fathers about their jobs to find out more. Encourage
4. Workers Chart
 5. Filmstrips from AV:
Helping Each Other at Home 103625
Making Your Neighborhood Better 103646
Our Family to the Rescue 103741
Keeping Busy 103740
Jim's Family 103783
Janet Helps Mother 103636
Happy Family 103851
Mother Cares for the Family 103734
Helping Mother and the Family 103739
 6. See Appendix E
The teacher should use these interviews to help her set up field trips and class visits by the parents.

the parents to allow the child to spend some time with them while on their job. Add the fathers places of work to the map.

City map

7. Have filmstrips for the classes previewing.
 7. Filmstrips from AV:
Working in Our Community 103801
Where Do Our Daddies Work 103693
Working in Our Town 103697
Fathers Works for Family 103732
Family Helpers 103781
8. Add the residential district to the large map.
 8. Map
9. Begin a "Workers Equipment" bulletin board. Put as many actual things on it as possible. Make others in life size duplicate. Add to the bulletin board throughout the unit.
 9. Bulletin Board.
10. Besides our jobs at home, we have important jobs to do at school. Some people have jobs which bring them to our school. Show filmstrips on school helpers, etc.
 10. Filmstrips from AV:
Our Job in School 103657
School Helpers 103852
11. Add list of school workers to chart.
 11. Workers Chart.
12. Secure flat pictures for viewing.
 12. Pictures from AV:
School Friends and Helpers 400080
13. Have some of the school workers come into the classroom and tell about their jobs. Possibilities could be: Principal, secretary, custodians, aides, milkman, lunch, man, etc.
 13. Resource persons.
14. Begin a scrapbook of workers. Include pictures and articles on various jobs discussed. Add to it as the unit progresses.
 14. Scrapbook materials

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| 15. Conduct a poll of neighborhood workers and compile results to be used in later study. | 15. Interview - Appendix E |
| 16. Begin a discussion of jobs available in the city. Decide what some of the needs of the city are, and how these needs are satisfied. | |
| 17. HEALTH AND SAFETY PROTECTION
Children name as many occupations associated with health as they can and tell something about the occupation. Research and find other health-related occupations. Add list of Safety Workers to the chart. | 17. Workers Chart |
| 18. Visit a dentist and find out about his educational requirements, experience, equipment, etc. | 18. See Field Trip Guide |
| 19. Show a film on the doctor. Have a doctor visit the classroom and bring his "tools" with him to show the class. Have flat pictures for viewing. | 19. Film and Pictures from AV:
The Doctor 000133
Hospital Helpers 400072
Resource person |
| 20. Visit an optometrist. | 20. Field Trip |
| 21. Put on a puppet play of health workers and how they help us. | 21. Puppets |
| 22. Show related filmstrips. | 22. Filmstrips from AV:
Our Neighborhood Optometrist 103817
People Who Work for Our Health 103660
The Doctor 103800
Health Helpers 101259
Keeping People Healthy 104322
Quiet Please 104323 |

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| 23. Have the class read a health poem. | 23. <u>Sound of Poetry</u>
The Dentist p. 142. |
| 24. Add Health worker to the scrapbook. | 24. Scrapbook |
| 25. Have books available for the classes reading. | 25. <u>You and the Community</u>
Keeping People Well p. 165-172
<u>Greenfield and Far Away</u>
Keeping Well and Safe p. 57-92 |
| 26. Begin a mobile of workers.
Add one person from each area as it is studied. | 26. Mobile - health worker
- school worker |
| 27. Discuss how our safety is taken care of in the city. | |
| 28. Take a field trip to the police station or have a policeman come and visit the classroom. | 28. Field trip or resource person |
| 29. Have flat pictures for viewing or for use on a bulletin board. | 29. Pictures from AV:
Police Dept. Helpers 400078
Fire Dept. Helpers 400071 |
| 30. Visit the fire station.
Relate fire safety to our Junior Fire Marshall Program. | 30. Field trip |
| 31. Class may preview related filmstrips. | 31. Filmstrips from AV:
The Firehouse 103615
Your Fire Department 103699
How our Cities Enforce the Law 103631
The Policeman 103812
The Fireman 103810
The Fireman 103804
The Policeman 103806
Safety Helpers 102672
Water Watchers 104320
Fire! 104321 |

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| <p>32. Have related books available for the classes reading.</p> | <p>32. <u>You and the Community</u>
 <u>Protecting Us from Danger</u>
 p. 161-164
 <u>In City, Town, and Country</u>
 <u>Protecting People and Property</u>
 Too Much Water p. 66-72
 Your Community Fire Dept. p. 103
 <u>Your Town and Mine</u>
 Tom Visits the Dept. of Sanitation
 p. 197-198
 Rusty Chooses the Safety Dept.
 p. 199
 Bill Visits the Fire Dept.
 p. 200-201
 <u>Greenfield and Far Away</u>
 Taxes Pay for Policemen p. 74-78
 Taxes Pay for Firemen p. 79-92</p> |
| <p>33. Poems related to our safety.</p> | <p>33. <u>Sound of Poetry</u>
 P's the Proud Policeman p. 135
 Bobby Blue p. 135
 My Policeman p. 136
 I'm the Police Cop Man, I Am
 p. 204</p> |
| <p>34. Mobile of workers.</p> | <p>34. Mobile - safety workers</p> |
| <p>35. Add safety worker to scrapbook.</p> | <p>35. Scrapbook materials</p> |
| <p>36. Add hospital or clinic, police station, and fire station to the city map.</p> | <p>36. Map</p> |
| <p>37. TRANSPORTATION
 What kinds of transportation are used in our community?
 Trucks - Have the class list all the goods shipped by truck that they can think of. Invite one of the truck driver daddies to talk to the class about his job. If possible, have him bring his truck to school to let them see it up close.</p> | <p>37. Resource person.</p> |
| <p>38. Have flat pictures to show.</p> | <p>38. Pictures from AV:
 Moving Goods for People in the City 400075</p> |
| <p>39. Buses - Discuss our need for buses, how we use them,</p> | <p>39. Field trip</p> |

and who is involved with the buses. Visit the bus depot.

40. Airports - Discuss the terminal, what is available, who works at the terminal, what they do. If possible, visit the terminal or else have a pilot, stewardess, or ticket agent come and speak to the class.
 41. Use the flat pictures for viewing.
 42. Act out a situation where a person will take a trip. Have him purchase a ticket, and go through the entire trip until he reaches his destination. Include as many jobs as necessary for him to get to where he is going.
 43. Have related filmstrips for the classes viewing.
 44. Have books available for the class to read for research.
40. Field trip or resource person.
 41. Pictures from AV:
How People Travel in the City
400073
 43. Filmstrips from AV:
Trucks Work for Us 103679
Airport Workers 103705
Community Airport 103706
Airports and Airplanes 103596
Seeing the Airport 103666
Going Places 104324
 44. You and the Community
Your Communication and Transportation p. 124-128
Communities and Social Needs
Transportation and Communication
p.63-70
In City, Town, and Country
In and Out of Metropolis p.30-35
Transportation Brings Communities Together p. 167-174
Working Together
How We Travel p. 125-164
We Look Around Us
Exploring Transportation p.75-84
Greenfield and Far Away
To and From Greenfield p. 94-103

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| 45. Add to the list of workers. | 45. Workers chart - transportation workers |
| 46. Add to the mobile. | 46. Mobile - Transportation worker. |
| 47. Add to scrapbook. | 47. Scrapbook |
| 48. Add an airport and bus terminal to the city map. | 48. Map |
| 49. COMMUNICATION
List the different means of communication in our local community. | |
| 50. Telephone - Have a telephone installer or repairman visit the school. He should bring his truck and tools for the class to see. | 50. Resource person. |
| 51. Radio and Television - Show photographs of newsmen getting stories. Write a story about what is happening. Have a television reporter come and speak to the class about his job. If possible, visit the television station at the vocational school. | 51. Field trip or resource person |
| 52. Newspapers - Discuss what our newspaper tells us. How they get their information, what they do with their information, etc. How do we get the news paper at our homes? Possibly visit a print shop. | 52. Field trip |
| 53. Print a newspaper for the class. Include reporters, an editor, assistant editor, type set men, advertising agents, etc. | |
| 54. The students may play the role of a roving reporter in his | |

neighborhood and write a newspaper column on "Jobs People Do". On the basis of his interviews with workers in his immediate environment the student will write a paragraph entitled "I Want to be a _____."

55. Writing Want Ads - Student writes an ad for a position in the area of work he likes to do. This should be similar to those in local newspapers. Ads may be written from standpoint of either employer or employee. Ads may be found similar to those in the area of work they are interested in. Another way to handle this is for the child to apply for a job in his own classroom stating why he feels he is qualified, etc.
56. Show related filmstrips on communication.
57. Have books available for the class to read on their own.
58. Add communication workers list to workers chart.
59. Add communication worker to mobile.
56. Filmstrip from AV:
People Who Work While You Sleep 103661
The Mailman 103811
The Postman 103807
57. You and the Community
Communication Today p. 112-117
Communities and Social Needs
How Do People Get the News? p. 66-70
Working Together
How We Send and Receive Messages p. 165-190
We Look Around Us
Exploring Communication p.173-192
Greenfield and Far Away
News in Greenfields Newspaper p.104-111
Getting News by Telephone p. 121-125
58. Workers chart - communication workers
59. Mobile - communication worker

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| 60. Add to scrapbook. | 60. Scrapbook - Communication worker |
| 61. Add newspaper, post office, radio and television station to the city map. | 61. Map. |
| 62. INDUSTRY AND BUSINESS
Stress that we need industries for production, consumption, and distribution. What are some Sioux Falls industries? | |
| 63. List some industries our parents work for. | |
| 64. Visit appropriate floors at Morrell's. | 64. Field trip. |
| 65. Act out a factory assembly line. Make or put together some product which calls for a number of persons working together. To help understand the cooperation necessary in working on an assembly line, have the students make a sandwich using the assembly line approach. 1. Takes bread from package. 2. Puts on butter. 3. Adds the mayonnaise or mustard. 4. Adds one slice of meat. 5. Adds a slice of cheese. 6. Adds lettuce. 7. Adds the last slice of bread. 8. Cuts the bread in half. 9. Cuts the bread in fourths. 10. Arranges the bread on a plate. | |
| 66. Discuss how products get from the factory to the stores, to our home. Relate this to transportation and communication. | |
| 67. Visit a local business, such as a motel or a furniture store. | 67. Field trip |

Stress occupations employed
and the dependence there is on
other people.

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| <p>68. Have books available for the classes reading.</p> <p>69. Add a list of industry workers and a list of business workers to the chart.</p> <p>70. Add business man and a factory man to the mobile.</p> <p>71. Add to scrapbook.</p> <p>72. Add a factory and at least three or four businesses to the city map.</p> <p>73. GOVERNMENT
Who makes the rules for our community? Why do we need them?</p> <p>74. Take a field trip to city hall and county court house to see our government in action. Talk to as many city officials as possible.</p> <p>75. Have books available to the class on city government.</p> <p>76. Add a list of government workers to the workers chart.</p> | <p>68. <u>Your Town and Mine</u>
<u>What We Can Buy on Main Street</u>
p. 8-40
<u>Where We Get Our</u> p. 42-67
<u>You and The Community</u>
<u>Places to Shop</u> p. 57-58
<u>In City, Town, and Country</u>
<u>Other Parts of Greater Metropolis</u>
p. 26-29
<u>Farmington Business Center</u>
p. 112-113
<u>Greenfield and Far Away</u>
<u>Shopping in a Dept. Store</u> p. 48-50</p> <p>69. Workers chart - industry worker
- business worker</p> <p>70. Mobile - business and factory workers.</p> <p>71. Scrapbook - Business and factory workers.</p> <p>72. Map.</p> <p>74. Field trip.</p> <p>75. <u>You and the Community</u>
<u>Government at Work</u> p. 148-155
<u>Communities and Social Needs</u>
<u>Community Government</u> p. 71-74</p> <p>76. Workers chart - government worker</p> |
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| 77. Put city mayor or other official on mobile. | 77. Mobile - city official |
| 78. Add to scrapbook. | 78. Scrapbook - government workers |
| 79. Add the county court house and city hall to the city map. | 79. Map |
| 80. RECREATIONAL NEEDS
Name and locate the city parks on a map. | 80. Sioux Falls map |
| 81. Discuss other recreational facilities, their location, what they offer, how they are financed. | |
| 82. Relate recreational jobs to city planning. | |
| 83. Show related recreational filmstrips. | 83. Filmstrips from AV:
What Shall We Do Now 104325
People, People Everywhere 104326
Where the Action Is 104327 |
| 84. Have books available for reading by the class. | 84. <u>You and the Community</u>
<u>Places for Fun</u> p.193-195
<u>Communities and Social Needs</u>
<u>How Do Communities Use Water and Land for Fun?</u> p. 10-11
<u>In City, Town, and Country</u>
<u>In Forest Park</u> p. 36-40
<u>Places to Enjoy that Help You Learn</u> p. 94-95
<u>Greenfield and Far Away</u>
<u>Work and Fun in the City</u> p.194-198 |
| 85. Add a list of recreational workers to the chart. | 85. Workers chart - recreational workers. |
| 86. Add a park department employee to the mobile. | 86. Mobile - Park Dept. Employee |
| 87. Add to scrapbook | 87. Scrapbook - Park Dept. Employee |
| 88. Add two parks to the city map. | 88. Map |

89. Everything should be added to the map to have a complete city. Decide if it is acceptable to have things placed as they are or if some moving has to be done.

90. Evaluation

90. Appendix F or Appendix G

APPENDIX A

A STORY ABOUT ME

My name is _____.

I am _____ years old.

I have _____ brothers and _____ sisters.

I like to collect _____.

The television program I like best is _____.

My favorite book is _____.

When I grow up I want to be _____.

My Daddy works _____.

My Mommy works _____.

My best friend is _____.

I wonder about _____.

The food I like best is _____.

If I had two wishes, I would wish _____.

_____.

I am good at _____.

APPENDIX B

THIRD GRADE
SELF-AWARENESS EVALUATION

PUPILS FORM

Name _____.

List five ways you are like the other people in your classroom.

1. _____.

2. _____.

3. _____.

4. _____.

5. _____.

List five ways you are different from the other people in your room.

1. _____.

2. _____.

3. _____.

4. _____.

5. _____.

APPENDIX C

THIRD GRADE

SELF-AWARENESS EVALUATION

A portion of the self-awareness program will be teacher evaluated. These questions will guide her in that evaluation.

1. Are the students learning to cooperate?
2. Are the students growing in self-confidence?
3. Are the students developing inquiring and exploring attitudes?
4. Have students learned new words?
5. Are pupils gaining facility in vocabulary?
6. Do children understand the meaning of the vocabulary presented?
7. Did the pupils ask questions freely?
8. Are students practicing critical thinking and problem solving skills?
9. Are pupils developing good listening habits?
10. Are the children beginning to see the difference between fact and fantasy?
11. Did the members of the class show interest in class discussion?
12. Did the children enjoy the learning activities?
13. Do the children participate in role-playing and dramatizations?
14. Are the students able to work in small groups?
15. Was there evidence shown of respect for group leaders?
16. Are the pupils able to work with large groups?
17. Do pupils' play habits reflect their pleasure of working together?

APPENDIX D

THIRD GRADE
EVALUATION - COMMUNITY

Name _____.

What is a community? _____.

_____.

List three kinds of communities. _____.

_____, and _____.

Draw a map of South Dakota and make a star to show where the city of Sioux Falls is located. Use the bottom of this page for the map.

APPENDIX E

FATHER INTERVIEW

WHAT IS A JOB?

Interview your father about his job. These questions may help you in finding out some important things.

1. Where do you work? _____
2. What is the name of your job? _____
3. What are some of your duties? _____
4. Do you work indoors or outdoors? _____
5. Do you work mainly with people, things, or ideas? _____
6. How did you prepare for your job? (education and training) _____

7. What school subjects have been most useful to you? _____

8. What are some of your working conditions? _____

9. What are some things you like about your job? _____

10. What are some things you dislike about your job? _____

11. How long have you had your job? _____
12. If you could have a different job, what would you like to do? _____

13. Is there anything about your work which the children in our class would enjoy seeing? (pictures, uniforms, tools etc.) _____

- Could you provide any of these for our class? _____
14. Would the students benefit from a field trip to your place of employment? _____ Comments _____
15. Would you be able to come and talk to our class about your work? _____

APPENDIX F

THIRD GRADE

SUGGESTED EVALUATION - WORLD OF WORK

Name _____

If I would want to become a truck driver, what would I have to know?

If I would want to become a television reporter, what would I have to know to get the job?

List ten occupations or professions you can think of.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Below is a list of workers. Put them under the correct heading, according to what they supply to our neighborhood.

airplane pilot - baker - doctor - farmer - grocer - ice-cream maker
librarian - milkman - nurse - policeman - teacher - reporter

Producer of Goods

Producer of Services

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

APPENDIX G

THIRD GRADE

SUGGESTED EVALUATION - WORLD OF WORK

The teacher will want to watch for indications of class growth, or lack of growth, throughout the year regarding attitudes toward, and understanding of the world of work. This may, in part, be accomplished through making anecdotal records of specific incidents which occur in the classroom pointing out ways to improve and upgrade the program.

The teacher will also want to evaluate individual growth in specific ways of occupational learning. The following activities are suggested ways of estimating the progress of each child in understanding the working world.

1. Both at the beginning of the year and at the end of the school year, the children may list all the occupations they remember. The two lists may be compared for each child, thus giving the teacher some indication of the child's awareness of occupations.

Name _____

List all the occupations you can remember:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2. The teacher may develop a matching exercise of some of the workers which were studied during the year. The description of the occupations will need to be kept simple but worded so that there is a clear distinction between various types of occupations.
-

Name _____

Below are two lists. List A is a list of occupations. List B is a description of the job. Match the occupation in List A to the description in List B. Put the correct letter of the description in the blank before the occupation.

List A

1. _____ secretary
2. _____ milkman
3. _____ nurse
4. _____ telephone repairman
5. _____ fireman
6. _____ policeman
7. _____ stewardess
8. _____ reporter
9. _____ business man
10. _____ zoo keeper

List B

- A. helps keep our city safe.
- B. sells products to people
- C. delivers things to our door
- D. works on poles and in houses
- E. takes care of animals.
- F. helps us on airplane rides
- G. answers the telephone, types letters, takes messages.
- H. helps us when we don't feel well at school.
- I. drives a truck to someone who is having trouble.
- J. gets the news as it happens

- 3.. The teacher may list a job family in random order along with an occupation which does not belong to the job family. She will want to ask children who included occupations which do not belong why they included them in the job family. The child may have a very logical explanation for his response which could indicate that he does have a grasp of job groupings.

Name _____

Below are lists of job families. Next to each job family is a list of workers. Two of the workers belong to the job family, one worker does not belong. Draw a line through the worker which does not belong to the job family.

SCHOOL WORKERS -	nurse	teacher	carpenter
HEALTH WORKERS -	engineer	dentist	nurse
SAFETY WORKERS -	sales clerk	fireman	policeman
TRANSPORTATION WORKERS -	pilot	doctor	truck driver
COMMUNICATION WORKERS -	mailman	reporter	construction worker

THIRD GRADE
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APPENDIX H

ADDITIONAL SUGGESTED ACTIVITIES

Given pictures of children of different sex and race, the student will choose one as a fictional "New Classmate" and write a short paragraph describing personality and attitudinal traits which would make this child a good class member.

Space Capsule - Students bury capsule containing "What I Want to Be". They do this at the beginning of the school year and dig it up at the end of the year.

Occupational Dictionary - Each child chooses the occupation he is interested in. The child then researches this interest by using books, filmstrips, etc. Then he creates a page with any information that he wishes to share about his occupation. All of the pages are then combined to make a class book or dictionary.

The student will select one of the four language skills (reading, writing, listening, speaking) and construct a tree with branches denoting occupations in which this skill is very important.

Draw a picture of a worker in the center of a paper. Surround him with pictures of tools this worker would use.

Compose a 4 line poem about a job. Center it around each letter of the alphabet.

A is for _____ (four lines)
B is for _____ (four lines) etc.

Peep Show - The peep show is made in a shoe box. You will need one with a removable lid that can be replaced. The background is painted and the objects positioned in the box. A small peep hole is cut in the side in front of the scene. The top has a hinged slot for light. The child could put the "worker" in natural environment. For example, forest ranger in forest, actor on stage, etc.

Puppet Boards - Have each child lay on a large sheet of paper and trace his outline. Cut a circle out for their head. Have each child paint their occupational choice on the paper. Children hold the paper over the front of their body and stick their head through hole. An excellent dramatic device to use with shy children.

After viewing movies of colonial life, students will identify goods and services no longer in demand and occupations no longer performed. Students will then discuss how today's demand for goods and services can affect job opportunities.

Given a wall display of posters depicting various tools, the students will (a) identify the tool (b) match the tool to the job for which it may be used (c) match the tool to items made with it (d) match the tool with a worker, and (e) identify which tools are hand operated or mechanically operated.

The class may cut out pictures of tools and then the rest of the class has to guess what kinds of workers use it.

Make a series of bulletin boards showing the amount of education required for various jobs. "Eighth Grade", "High School", "Vocational School", "College", "Special Training". The students may add pictures to the appropriate bulletin boards.

One weeks spelling lesson may be devoted to job titles.

After a study of early American life, the student will identify various customs and traditions of the period, and show through role play how they affected work.

After listening to taped or recorded songs and dances of the early American period, the student will discuss how these songs and dances aided the people of this period with their work.

Through films, filmstrips, slides, transparencies, or a visit to a museum, the student will make a study of the work activities carried on by the early American Indians and by the pioneers. The student will then paint a series of paired pictures showing a comparison of work activities (building of a home, farming, cooking) in the early American period with work activities today.

After viewing films and filmstrips showing Indian and pioneer work activities, the student will participate in musical games and dances typical of those popular at the time of the work activity (raindance, husking bee, barn raising, quilting bee, etc.)

Students may construct a mural from magazine pictures that illustrate various occupations, services, and products.

Math - After participating in various activities using place value representing money values (dimes and pennies) the student will be able to play the "Work Salary Game".

Materials: Large chart with pictorial items and prices, or real items with prices attached. Pictorial job cards with salaries attached for each job (washing dishes - 50¢).

Procedure: Each player examines the real items or item chart selecting an article to be purchased. Players will pretend to work in order to

purchase what they want by drawing three work cards from a pile of job cards. Then each student will determine which job pays the salary he needs to purchase his goods. The selected job and salary will be matched to the item price. If the player cannot purchase, he will wait another turn. If the player has the exact price or more, he will tell why the job and salary were selected and how he added the purchase.

Given patterns of geometric shapes, (circles, rectangles, triangles, squares) the student will (a) make models of workers using geometric shapes, (b) identify the models by the types of work done, and (c) make number stories about the workers.

Math - The student will identify elements which belong to a subset by participation in the "Job Family Game".

Materials: A set of 30 or more cards each of which shows a worker; a set of 10 or more large circular cards showing names of job families.

Procedure: Cards are dealt to 5 or 6 students and are left facedown. One large job family card is selected. Proceeding to the right, each player turns over his top card and places it on the job family card if the worker shown is a member of that job family. The player continues until all cards have been turned up. The player who has the smaller number of cards left at the end of the game is the winner.

Make a display area and have a worker of the week or month and have the children bring in information, materials, or equipment about that worker.

Have the children bring a "Mommy or Daddy Bag". This bag can have an article or articles which describes their parents work. This can be a show and tell activity.

Make flash cards with occupations listed on the front. One occupation per card. One card may have the word policeman on the front. On the back write a question about the job, location, or classify it. Possible classifications might be: labor, white collar, service, farmer, and armed forces.

Place a card with an occupation on it somewhere in the room. Give the children a week to find it. Then on Friday ask information about it. Each week put up a different occupation.

Occupation bingo can be played very easily with any age group. Each child can make a bingo card by folding a square of paper into sixteen squares. They can fill in one of the squares with a free mark. Ask the children to fill in fifteen of the squares with occupations or tools of the occupation. You also can make a list. Call off the names on your list and if they have one that matches they can cross it off. If they get a row of marks they can call "Bingo". This game can be varied by the teacher to fit her classroom.

Cut rectangular pieces of paper 3" x 4" (or any size fitted to your own situation). Divide each of the papers in half by cutting in various patterns. Cut each piece into a different pattern so that only those two halves could fit together. On one half draw a hat or piece of equipment of a worker. The other half will contain the worker or else the name of the worker. The children are to trade among each other but no one may communicate verbally. All trading is to be done in silence. The first two to match their halves wins. At the end of the exercise, ask each student to write a short paragraph discussing the importance of cooperation and communication in the work situation.

Concentration Game - Fill pockets on a board with various occupations. There will be two of each kind, and play it as a regular concentration game. You could use several job attitudes in the pockets.

Ask each child to select a partner. Have each list all the positive or "Good" things about the other. Let each child read his list to his partner.

Games in the nature of the old fashioned "Spelldown" can be devised to acquaint students with some occupations. The teacher or one of the students can read a description of an occupation or describe the tools which are used in an occupation, and the students may be asked to identify the occupation on the basis of the information which has been devised.

GRADE FOUR

INTRODUCTION

The CASES program in the elementary grades consists of two parts, self-awareness and career-awareness. The self-awareness program is planned to be initiated as near the beginning of the school year as possible. The career-awareness, which relates to the work world, was written to be used in conjunction with the existing Sioux Falls Social Studies curriculum. It is suggested that the career-awareness units be continued over a three or four week block of time. The teacher is not expected to use all the activities and materials in the guide. They are intended as suggested activities for a career-awareness program. The concepts can be integrated into units in the present curriculum.

GRADE FOUR
SELF AWARENESS

CONCEPT:

Each child has mental, emotional, social, and physical likenesses and differences.

Each child learns behavior from groups in which he interacts.

Each child has abilities and limitations.

Positive attitudes of one's self, other people, and work are important to success.

BEHAVIORAL OBJECTIVES:

Each child will list four ways he is like his peers.

Each child will list four ways he is different from his peers.

Each child will list three groups to which he belongs.

Each child will list four things he does well.

Each child will list four things he doesn't do well.

Each child will write a goal he has set.

ACTIVITIES

REFERENCES AND MATERIALS

INTRODUCTION

- | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| 1. The teacher might talk briefly about the stories, photoboards and activities that will be about children and things that happen to them. There will be opportunities for expression of feelings and thoughts as they discover more about themselves and about each other. | 1. <u>Focus on Self-Development Stage Two: Responding</u>
Science Research Associates, Inc., 1971. |
| 2. Filmstrip: "A Big Secret." The teacher might introduce the filmstrip by telling the children that someone has a secret. Ask them to listen to find out what the secret is. Follow with discussion. | 2. Filmstrip: "A Big Secret," <u>Focus: Responding</u> . Introduction. Discussion questions. Manual p. 22. |
| 3. Other related activities that the teacher may include: | 3. <u>Responding</u> , SRA, Inc. 1971. Manual p. 23. |

A. Open-end sentences may be used for discussion, individual conferences, topics for drawings, or for writing paragraphs.
 B. Photoboard or pictures may be used to stimulate discussions.
 C. The Me I Know book or pupil made folders or booklets may be used as a continuous activity. Have the children make pictures of themselves doing something.

A. Some ways I respond to people I like are _____
 Some ways I respond to people I don't like are _____
 One thing I would like the class to do this year is _____
 One thing I would like to understand about other people this year is _____
 One thing I would like to find out about my environment is _____

B. Photoboard or pictures of people responding with both positive and negative responses.

C. The Me I Know book or paper for folders or booklets.

4. Have the children draw pictures of themselves. Discuss the pictures and how they might make them look more like the people they stand for. (life size drawings) Divide the class into groups to organize themselves for making the life size drawings.

4. Limbacher, Walter J. Dimensions of Personality-Here I Am, Dayton, Ohio, George A. Pflaum Publishers, 1969. Chapter 1.

5. The teacher may distribute a set of first grade textbooks. Have the children study the book and discuss what they find.

5. First grade textbooks.

6. Read and discuss, "Getting to Know Myself."

6. Here I Am. Chapter 1.

7. Have the students complete a "Time Capsule-About Me." When they finish, seal them and save for use later in the year.

7. Name _____
 My Height _____ ft. _____ in.
 My Weight _____ lbs.
 My best friend _____
 The thing I worry about most: _____
 My favorite food _____
 My favorite song _____
 The person I admire most: _____
 My favorite color: _____

My favorite TV program: _____

What I want to be when I grow up: _____

The latest thing I have learned to do in math: _____

My newest friend _____

The thing I want most _____

My favorite game: _____

The last time I was really scared: _____

8. Administer the SRA inventory "What I Like to Do." Explain the different areas of interests on the inventory. Have the children score and complete the profile sheet. Also have them make a copy of the profile to keep for reference and evaluation.

8. Thorpe, Louis P. and others. "What I Like To Do." Science Research Associates, 1954.

9. Have two sixth grade boys recite a poem for the class. The first boy should forget and be unable to finish. Embarrassed he should make a few false tries, fail and stomp from the room. The second boy will enter later, and recite the poem perfectly. Simply introduce the first boy and tell the class he will recite a poem. After he leaves in a rage have the students answer these questions.

What color was---shirt?
What color were his pants?
Were his shoes tied?
Did he wear glasses?
What color was his hair?
What color were his socks?
How did he feel when he left the room?
How did he feel when he began to recite?

As soon as the students have answered the questions call him back in. The students then check their answers. Now ask the next boy in to recite the same poem. He finishes without

any mistakes and leaves happy. Have the students answer the same questions. Call him back so the students may check their answers. Discuss if they noticed any improvement and why. Explain then that one can become more aware of people and things. Just as they can become aware of things happening in the mind.

10. Read and discuss, "Knowing I'm Alive."
10. Here I Am. Chapter 2.

FEELINGS

11. Record: "A Very Important Question."
The teacher may introduce the record by asking the students to listen to a very important question. Follow with discussion.
11. Record: "A Very Important Question"
Unit A: Self Concept
Responding, SRA. Manual pp. 26-28.
12. Other activities the teacher might include:
A. "Who Am I" is a game where the students write what they think is important about themselves. Then have someone draw out one and read what they have written and read the description and guess who is being described. If they guess incorrectly the class may offer suggestions.
B. Open-end sentences may be used for writing, drawing, discussions, or conferences.
C. To help the children recognize their own special characteristics have them list the names of five people they know well. After each name have them write a sentence that tells something about that person. Then have them add their names to the list and describe something special about themselves. Discuss the similarities.
12. Responding, SRA Manual p. 28
B. When I think about myself, the first thing I think of is ____
When I'm with other people, I usually act ____
When we're learning something new in class, I feel ____ because ____
When I get very mad, what I do is ____
The thing I like best about myself is ____

D. Pupil of the Week. Each week a pupil may be picked in an objective manner to be "Pupil of the Week." His name and picture and important information about him will be put on a bulletin board and he will be given special tasks. Each child will have a turn.

E. Each week a few minutes may be set aside for the children to think about themselves. Then have each child write something he had learned about himself. They may share this with the class if they wish. The teacher may also participate.

F. Photoboards or pictures may be used relating to self-concept. They may be used for role-playing, class discussions, or writing paragraphs.

G. The Me I Know book or pupil booklets may be added too. Have the children show what they like and don't like about themselves and what they're doing about the things they don't like.

F. Photoboards or pictures.

G. The Me I Know book or pupil booklets

13. Bring pine-scented aerosol air-freshener to class. Ask the students to close their eyes and cover their ears with their fingers to block out sound. Spray the pine scent around the room. Ask them to open their eyes and uncover their ears. Ask if anyone noticed anything while their head was down. When they say they noticed pine, ask how. Did they see its green color? Did they feel its needles? Did they hear the wind blowing? Does the pine remind you of anything? Do these memories make you feel happy? sad? contented? Ask the students if they can name other senses.

13. Here I Am. Chapter 3.

14. Ask the students to extend their arms straight out from the shoulders. Tell them to close their eyes. Then touch the tip of the nose with the end of the index finger. Our muscles tell us the location of the finger and the nose, and their relationship in space. We know without looking precisely where these things are.
 15. Read and discuss, "How Do I Know Its Morning."
 16. Filmstrip: "Circle of Feelings." The teacher may introduce this filmstrip by telling students that the filmstrip is about something we all have. Follow with discussion.
 17. The teacher may use the open-end sentences for discussion, conferences, topics for drawings, or for writing paragraphs.
 18. The class may make illustrations titled, "Happiness Is..." or "Sadness Is..."
 19. Read and discuss, "My Feelings Are Real." Use the spirit master #2 to initiate a discussion of emotion.
 20. Have the class survey itself. The students will measure height, look at each other to discover hair color and texture, eye color, and the like. Divide the class into five groups. Give each group a special assignment. Have each group contribute to the master survey. Allow the groups to organize themselves unless they ask for help.
14. Here I Am. Chapter 3
 15. Here I Am. Chapter 3.
 16. Filmstrip: "Circle of Feelings." Focus on Self-Development, Stage One: Awareness, SRA, 1971.
 17. Most of the time I feel _____
I am happy when _____
I am sad when _____
I am afraid when _____
Feelings are _____
Sometimes I can tell how you feel by _____
Sometimes I can tell how I feel by _____
 18. Drawing paper, crayons, markers or paints.
 19. Here I Am. Chapter 4.
 20. Here I Am. Chapter 5.

21. Read and discuss, "The Body I Inherited."

21. Here I Am. Chapter 5.

PEER RELATIONSHIP

22. Divide the class into groups. Ask everyone to listen carefully. As you read the story of identical twins separated at an early age. This activity tries to show children that people are formed not only by their heredity but also by environment. (Spirit master #3) After they have listened to the story, pass out discussion questions to each group.

22. Here I Am. Spirit master #3.

23. Read and discuss, "The World Around Me."

23. Here I Am. Chapter 6.

24. Record
The teacher might introduce this by showing a photoboard of children of several special cultural groups. The record is of what each was saying. Each child is speaking for himself, not for his whole group.

24. Record
Unit H: Cultural Differences
Responding, SRA Manual pp. 84-87.

25. Other activities might include:
A. Open-end sentences may be used for discussions, conferences, drawings, or writing paragraphs.
B. The pupils might bring objects related to their culture and tell about them. The teacher might also bring in objects to identify. A classroom display could be assembled.
C. The teacher might play records of various kinds of music. Music contributions of various cultures may be discussed.
D. The teacher and pupils may plan to bring in different foods for sampling.
E. Photoboards or pictures related to cultural differences may be used for discussions, role-playing, or writing paragraphs.

25. Responding, SRA
A. The person on the record I am most like is _____
The person on the record I would like to know more about is _____
My favorite holiday is _____
Besides being an American, I am _____
Something special about my culture is _____

C. Records

E. Photoboards or pictures

F. The Me I Know book or pupil booklets may be used too. The children may write about what they would like to know about other people and what they are doing about it. Also how it feels to be with people who are different from them.

F. The Me I Know book or pupil booklet..

26. Ask the student to bring the following pictures:
 a favorite food
 a pet he would like to own
 a car he would like his family to have
 an object showing his favorite color

26. Here I Am

Let the students compare their pictures. Ask: Why weren't all your selections alike?

27. To show great variety of opinion within a family, tape a large picture of a car to the board. Write the following remarks close to the picture:

27. Here I Am

"With a new car I'll feel safe on long business trips. It probably won't break down out in the middle of nowhere."

"Now I'll be able to pass almost anything on the road. The girls will go for it too."

"With air-conditioning we'll never have to roll the windows down. My hair-dos won't get all wind-blown."

What member of the family is likely to make each of these remarks?

28. Read and discuss, "How Different Are We?"

28. Here I Am. Chapter 7.

29. Record: "A Knapsack of Interests" The teacher might introduce the record by asking the children if they have heard of anyone who has everything?

29. Record: "A Knapsack of Interests." Unit B: Interests Responding, SRA. Manual p. 31

30. Other related activities the teacher may include:
- A. Role playing
 - B. Open-end sentences may be used for writing paragraphs, topics for drawings, discussions, or conferences.
 - C. Each child may list his interests and from these the teacher could compile a class list. After discussing the variety of interests, the teacher could point out similar interests on the list. The teacher might bring out that often one's interests are related because some kinds of things appeal to him while others don't.
 - D. The children could bring something they are interested in and explain it to the class. They might tell how they became interested in it.
 - E. Photoboards or pictures of situations related to interests may be used for role playing, writing paragraphs, or discussions.
 - F. The Me I Know book or pupil booklets may be added too. Have the children express in writing or drawing the things they like and don't like to do. Also have them tell why they don't like to do some things.
 - G. Guest speakers might be invited in to tell about outstanding interests. These visits could be scheduled throughout the year and could include displays and demonstrations.
 - H. The children might choose an interest they think they will always have and find as many careers as they can that relate to that interest. They might report these to the class. The class could suggest related careers. This is not intended to plan future careers, but to point out the numerous possibilities.
30. Something that interests me a lot is _____
What I like about _____
is _____
If I knew more about it, I might be interested in _____
One reason I'm not interested in _____ is _____
- E. Photoboards or pictures.
 - F. The Me I Know book or pupil booklet.
 - G. Resource people.

31. Filmstrip: "The Hardest Thing in the World."
The teacher might introduce the filmstrip by asking the children, "Why do you suppose people don't always say what they mean? The story we're going to hear gives some of the reasons." Follow with discussion.
31. Filmstrip: "The Hardest Thing in the World."
Unit K. Honesty
Responding, SRA. Manual p. 108
32. Other activities the teacher might include:
- A. Role playing parts of people in the story that weren't being themselves- and role playing other ways of handling the situation.
- B. Open-end sentences might be used as the teacher wishes.
- C. This list of questions may be given with the explanation that being yourself begins with understanding what you really are.
Am I lazy?...always worried?...
crabby?...neat?...helpful?...
funny?...responsible?...smart?
...kind?...a good sport?...
truthful?...impatient?...
a crybaby?...friendly?...pretty
or handsome?...happy?...Liked
by others?...good at games?...
fun to play with?...nervous?...
special?...
Tell the children not to put their names on the paper and answer the questions with yes or no. When finished collect the papers and hand out a new set. This time have the students put their names on the paper before they answer the questions. They keep their papers as reference for discussion. Did you answer the questions the same both times? Discuss why they changed their answers. Will that change what they really are?
- D. The children might make up a round robin tall tale. Discuss how they would feel if someone told them it was true. Then the children might
32. Responding, SRA. Manual 110-113
- B. When I don't say what I really mean, I feel _____
When I say what I think someone else wants to hear, I feel _____
Sometimes, I'd rather not be honest because _____
When someone isn't honest with me, I feel _____

write stories that really happened at one time. Read several to the class. Discuss how they would feel if Brian told these stories. Would you feel differently about him than if he told the made up tale?

E. Photoboard or situations may be used for role playing, discussions, drawings, writing paragraphs, or stories.

F. The Me I Know book or pupil booklets may be added too. They may add a list of times it's hard to be honest with others, and what to do if being honest means hurting someone's feelings.

E. You're at an amusement park, and everyone wants to ride the roller coaster but you. You're afraid, but you don't want your friends to think you're a "scardy cat." What do you do?

F. The Me I Know book or pupil booklets.

BEHAVIOR

33. The day before you perform this activity write this on the board: Anyone who answers these questions will receive a surprise tomorrow. (Have the class decide on the surprise.) Behavior includes much more than being good, it takes in all that we think, feel, and do.

33. Here I Am Chapter 8. Spirit master #4. Who climbed a beanstalk and killed a giant? If a tennis player uses a racket, what does a baseball player use? Name a river in Africa. Name a state without an ocean harbor. If birds have feathers, what do cats have? When the big hand is on four and the little hand is on three, what time is it? Circle the misspelled word: team furgot seem Is China a country, a city, or a state? What do tadpoles turn into? What language do the people of Italy speak?

34. Give the class a surprise spelling test. Have the list include difficult words. After the test ask them how they feel. Why are they showing angry behavior? When they say you are unfair admit the fault. Then ask them about their behavior. How did they act? Could they have helped showing their anger? Could they have helped feeling their anger?

35. Discuss reward-punishment training. Have the children hand in the tests. After the children receive their surprise, ask them why they did the exercise. Did they think the surprise would be thrilling? Explain that almost everyone behaves according to the reward-punishment pattern at times. People do many things to avoid punishment or gain a reward.
36. Read and discuss, "I Always Be- 36. Here I Am Chapter 8.
have Myself."
37. The class period before this 37. Burlap strips.
activity hand out several strips of burlap. Ask the student to wrap or tie the burlap around their arms and continue working. Allow each student to have a turn. Ask the pupils how they would feel if they had to sit like that all day. Ask if it would be easy to smile and do their work. Explain that babies learn many habits during their first year. If they are to make a habit of happiness and learning, they must be comfortable. To convince the students emotional discomfort, or anxiety, can be just as uncomfortable announce that at the end of a class period you will call on six people in class to stand and give a speech on a topic you will announce. Pretend to forget about it. When the class is almost over call on six students to give their talks. When the talks are over ask the class how they felt. Were they worried? Explain that "not being sure" can make anyone unhappy and edgy.
38. Read and discuss, "When I Cried 38. Here I Am Chapter 9.
For Help."

SELF IMAGE

39. Record: "What You Want You'll Get."
The teacher might introduce this record by telling the class they will hear a story about getting what you want just by wishing for it. Follow with discussion.
39. Record: "What You Want You'll Get."
Unit D: Goals
Responding, SRA.
40. Other activities the teacher might include:
A. Open-end sentences might be used for discussions, conferences, topics for drawing, or writing paragraphs.
B. As the children become more aware of themselves they may set goals related to personal development. Time might be set aside to discuss and report on individual progress. Bar graphs showing those reaching their goals could be made. Goals could also be set in academic areas. This could be done on a weekly basis. The class might discuss how goals should be neither too high or too low. They might analyze why some goals were not reached. Then set goals for the next week.
C. The following questions might be used for discussions, or for writing stories.
a. What if you worked very hard for something and didn't get it?
b. What if you wanted something very badly but getting it meant doing something you didn't think was right?
c. What if you and your best friend wanted the same thing but only one of you could have it?
d. What if you wanted something you didn't think you could get?
D. The children could set class goals. They could discuss how to reach them, and make periodic reports, and chart their progress on a graph. If there is a community project going on that they could take part in they could choose one and set goals to support it.
40. Responding, SRA.
A. A goal I'm trying very hard to reach is _____
A goal I think everyone should have is _____
When I reach a goal, I feel _____
When I fail to reach a goal, what I do is _____

Progress could be charted on a graph. Revisions may be made when necessary.

E. Photoboards or pictures related to goals may be used for discussions, role playing, or writing paragraphs.

F. The Me I Know book or pupil booklets may be added too. The children may write about goals they are trying to reach and what they want most of all.

E. Photoboards or pictures.

F. The Me I Know book or pupil booklets.

41. Filmstrip: "I Can Do Something You Can't Do."
The teacher might introduce this filmstrip by asking the students if they have heard anyone say, I can do something you can't do. "We'll see what this means to brothers Kevin and Billy."
Follow with discussion.

41. Filmstrip: "I Can Do Something You Can't Do."
Unit C: Abilities and Limitations
Responding, SRA. Manual p. 36.

42. Other activities the teacher might include:
A. Open-end sentences might be used for discussions, individual conferences, topics for drawings, or for writing paragraphs.

42. Responding, SRA.

A. One thing I'm able to do is _____
Something I've tried and can't do very well is _____
When I can't do something, what I do is _____
Something I think I could do if I tried is _____

B. The class might discuss the abilities and limitations of physically handicapped people. They might read biographies of such people as, Ludwig von Beethoven, Helen Keller, and Franklin Roosevelt and discuss their accomplishments and how they accepted their handicaps.

B. Responding, SRA.
Biographies - library books

C. The class might read biographies of people with special abilities in various fields and report to the class how they discovered or developed their abilities.

C. Biographies - library books.

D. Using the list of careers they compiled relating to their

interests the children might choose one from this list. Then find someone with this career and interview him to find out what he has to do to be able to do perform his job.

E. Photoboards or pictures relating to abilities and limitations might be used for discussions, role playing, or writing paragraphs.

F. The Me I Know book or pupil booklet may be added too. They may write about things they can do and about what they do or how they feel when they are uncertain about an ability.

G. Listen to the tape of Crow Boy, a book by Taro Yashima.

E. Photoboards or pictures

F. The Me I Know book or pupil booklet.

G. Listening tape of Crow Boy, Yashima, Taro. New York Viking 1955.

43. This activity presents the history of two children with different self-images. The activity should be performed on two successive days. On the first day pass out the story of "Steve." On the second day pass out the story of "Margie." Compare the two. Ask: Does anyone know where we got our self-image?

43. Here I Am Spirit master #4.

44. Read and discuss, "My Mirrors."

44. Here I Am Chapter 10.

GROWTH

45. Give the students the "Time Capsule" they filled out at the beginning of the year. Have the students finish the survey. Remind the students that these are private surveys and they do not have to share any of the information. When they finish they may destroy them, keep them or take them home and talk them over with their parents, as they like.

45. Time Capsule - activity #7.

46. Read and discuss, "What A Difference A Year Makes."

46. Here I Am Chapter 11.

SELF-AWARENESS - EVALUATION

The evaluation of the fourth grade self-awareness program is mostly subjective. The teacher may evaluate the program by an opinionnaire and by the use of open-end sentences. Throughout the year the teacher will need to observe change and record observations for each student.

The children may complete these open-end sentences:

I feel happy when _____

I feel sad when _____

Most of the time I feel _____

I can tell how you feel by _____

You can tell how I feel by _____

One thing that worries me is _____

When I worry I _____

One goal I'm trying to reach is _____

Someday I'd like to _____

Survey

- a. List four ways you are like others.
- b. List four ways you are different from others.
- c. List four things you do well.
- d. List four things you cannot do well.

GRADE FOUR
CAREER AWARENESS

CONCEPT:

Individuals work to satisfy personal, social, and economic needs.

BEHAVIORAL OBJECTIVES:

Each child will be able to write a paragraph about "Why People Work."

Each child will be able to list ten kinds of goods and services provided by workers in this area.

ACTIVITIES	REFERENCES AND MATERIALS
1. View the film "Why Fathers Work." Follow with discussion.	1. "Why Fathers Work" 000560
2. Have the students make individual folders with their inventory profile, lists of careers that related to their interests, and reports of the careers they have investigated. Keep the folders for references and to add additional materials.	2. Paper for individual folders.
3. Have the students make a list of the career names of all their parents. Use this as a spelling list. If the list is too long, several assignments may be made from it.	
4. Have the students make a bulletin board with the title, "Our Parents' Careers." Use illustrations, pictures or photographs with captions such as: Fireman, Fred's Father. Change the board until the careers of every child's parents has been displayed. You may display several at a time.	

5. Have the students make a list of the goods and services provided by our city and the careers related with these. Also make a list of goods and services provided by the surrounding area and these related careers. This could be a group or class activity.
6. Discuss the growth of shopping centers and the new jobs they create. Include the jobs created by the construction of these buildings.
7. Discuss the interdependency of workers within one occupation and with other occupations.
8. View the filmstrip "Learning to Use Money Wisely." Discuss.
9. Have the class discuss:
Jobs they can do or have done. Have you earned money for jobs? What things can you do with your money? Do you save any or do you spend it all? How do you get the most for your money?
10. Have the class role play, give skits, or use puppets to dramatize:
Difficulty in deciding on which bicycle to buy.
Returning an article of clothing which didn't wear well, or didn't fit, or has a flaw.
11. Have each student bring ads from the newspaper. Choose an ad and from this ad make math problems.
12. Have the children bring advertisements from newspapers or magazines of items that
8. Filmstrip "Learning to Use Money Wisely." 103758
10. Puppetry handbook
11. Newspaper advertisements

appeal to them. Discuss why they found these ads appealing. Have the pupils make an ad of their own.

13. The pupils may bring items to evaluate which they have seen advertised. Check the product for cost, safety, and design. Was the advertising related?

14. Plan a pretend shopping trip for the students. Give the students large sums of token money to spend on items of their choice. Provide pictures of articles the children would be interested in buying. Place the pictures labeled with their value price around the room.

15. Discuss the selections they made and how this related to real life situations.

16. Field trip.

14. Token money and pictures

16. See field trip guide.
Bank or Savings and Loan
Association
Place of Business

CONCEPT:

School prepares a child for a career.

BEHAVIORAL OBJECTIVES:

Each child given an open-ended sentence will be able to write a paragraph about what he is learning in school and how it will help him in a career.

ACTIVITIES	REFERENCES AND MATERIALS
1. Have the class discuss the ways that school prepares children for the future. Have the pupils make a list of skills and occupations in which they would be used.	
2. Have the class view the filmstrip, "What Good is School?" and follow with a discussion.	2. "What Good is School?" Lifton, Walter M. Society for Visual Education, Inc., Chicago 14, Illinois.
3. Have the students develop a list of characteristics needed to get along with other people. They may discuss how important it is to develop skills to communicate effectively.	
4. Have the class role play or use puppets to illustrate: A TV or radio broadcaster who isn't able to speak well. A person applying for a job who isn't able to read. A waitress taking an order from five people for food who isn't able to write.	4. Puppetry handbook
5. Good listening habits may be developed by having the students use the SRA listening lessons.	5. SRA Listening Lessons

6. Plan a field trip. They should observe how important communication and cooperation are in work. Discuss the ways communication and cooperation were used and how it related to jobs the workers were doing.
 7. Have the class develop a bulletin board, "Workers Communicating at Work." Have each child bring a picture of a worker and tell how being able to communicate helps him on his job.
 8. Field trip
 9. Have the students write reports about the part school plays in the training for an occupations. He may choose an occupation from his high interest area. The report should include the schooling and training required. Have the students share the information with the class, then add the report to their career folder.
 10. Have the students interview someone with an occupation related to the students interest area.
6. See field trip guide
TV station
Telephone company
Place of business
 7. Magazine pictures or drawings
 8. Southeastern Area Vocational Technical School
 10. Interviewer _____ Person interviewed _____
Name of occupation _____ Duties of occupation _____
Qualification for occupation _____
Training necessary for occupation _____
What school subjects help you on the job? _____
Working conditions _____
Advantages of your occupation _____

Interviewer: Tell what you would like about his job.
Tell what you would not like about his job.

CONCEPT:

Cooperation is necessary between workers.

BEHAVIORAL OBJECTIVES:

Each child will be able to name a product produced on the assembly line and tell why it is produced this way.
Each child will be able to name a product that is not produced on the assembly line and why it is produced this way.
Each child will be able to list four careers related to construction and tell what they do.
Each child will be able to list six food related careers.

ACTIVITIES	REFERENCES AND MATERIALS
1. Have the class make a mural of house raising, quilting party, corn husking and other activities of settlers. Use this to lead to a discussion of how people worked together long ago. Then, lead into how people work together today.	1. Paper and crayons, markers, or paints.
2. Discuss the duties of workers who build houses. Ask the workers from the different building careers to discuss the responsibilities of and the training and skills required for their jobs. (Carpenters, masons, etc.) Have them explain how they use math in their work. Visit a construction site.	2. Resource person. Field trip - see field trip guide.
3. The teacher will put an assembly line project into operation having the class do a step by step project. The class might do an art project or build something.	

In Math the teacher may have the students wire a circuit on the geo boards or other geo board activities. Use the assembly line approach, then try doing the same project individually. Other projects of assembly line techniques may also be used. The class maybe divided into two groups, with one group working on the assembly line and the other group producing on an individual basis.

4. Have the class discuss the two methods of production. Were there problems in both methods? Which method was the most productive?
5. Field trip
6. Have the class plan a chart for classroom helpers. List the areas of work and use a rotation system for assignment of duties.
7. Have the pupils draw pictures of "How I Help at Home" and/or "How I Help at School." Have the students compare the jobs they are responsible for at home.
8. Discuss how our food needs create many jobs. Make a list and/or a display of food related careers.
9. Develop with the class a step by step process of a product. List all the workers involved to produce the product from the raw materials to the finished product.
5. See field trip guide
Manufacturing firm
6. Tag board
7. Drawing paper and crayons or paints.

10. Divide the class into groups and have each group choose one food product. Have each group list all the workers involved in producing the product. These may be used to develop a bulletin board or be put in a booklet.
 11. Have the class discuss:
Why is attendance important in school?
Have you been absent?
Have you been tardy?
Why? Was it necessary?
Why do employers look at school attendance records?
Have the students figure out how much their absence or tardiness would have cost a company. Then have each group figure their cost-then have the class figure the total expense of the students' absence or tardiness.
 12. Have library books relating to communications and cooperation available for the students.
10. Paper and crayons, markers, or paints.
 12. Library books.

CONCEPT:

There are important factors to consider in making a career choice - supply and demand, training, environment, nature of work, and personal abilities and limitations.

BEHAVIORAL OBJECTIVES:

Each child will be able to write a paragraph on the topic, "Why Work Has Changed."

Each child will be able to list four occupations found in all parts of the country.

Each child will be able to list four occupations not found in this area of the country.

ACTIVITIES	REFERENCES AND MATERIALS
1. Plan a class visit to a museum to observe why occupations have changed. Discuss: Why have occupations changed?	1. See field trip guide Museum
2. Discuss ancestors and the kind of work they did. Relate the hard work of ancestors and early settlers to progress. Relate this to present day progress.	
3. Have the students interview parents, grandparents, or senior citizens about the changes that have taken place in their occupations.	
4. Have the children read stories or books to discover the changes that have taken place.	4. Library books Supplementary Reading books <u>American Adventures</u> , American Book Company <u>Along the Sunshine Trail</u> , Singer <u>Singing Wheels</u> , R. Peterson <u>Pioneer Children</u> <u>They Made America Great</u> <u>Believe and Make Believe</u> Allyn and Bacon <u>Friends Far and Near</u> , Ginn.

5. A parent or a resource person who has lived in other areas of the country may be asked to visit the class and tell about his work, how it was different or similar to his work here, what other occupations were available, and why he moved to this area.
 6. Have the class write to cities in different parts of the country for newspapers. Search the want ads to find the occupations that are similar and those that are different from the jobs in this area. Have the class discuss their findings.
 7. Have the students investigate their interest area occupations to find where they are located. The children may share the information with the class and then add it to their career folders.
 8. Have the class work in groups and make graphs or charts illustrating the types of occupations found in different sections of the country.
 9. The teacher will have library books and other materials relating to careers available.
 10. Have the class view films or filmstrips related to occupations not found in this area of the country. Discuss the occupations shown and the areas in which they are found.
"How does location affect one's choice of an occupation?"
5. Resource person
 6. Business letter form
Our Language Today 4
American Book Company, 1967.
p. 93.
 8. Tag board or graph paper
 9. Library books
 10. Films:
"Fishing For A Living" 000479
"Story of West Coast Lumber"
"Cotton Farmer" 000083

11. Have the students make a mural of workers across the country.
12. Have the students check the want ads of local newspapers and newspapers from other areas to find the job opportunities that require training, high school educations, and college degrees. Have the class discuss the comparisons of area and size of cities as to job requirements.
13. Divide the class into groups, with each group taking a different occupation and making a chart or graph illustrating the education or training required.
14. The class may write to other children in various parts of the country for information about their community, work and workers. The class may write a newspaper about their community to share or exchange.
15. Discuss:
What I know about me.
What things do you look at in an occupation before you choose it?
Will your likes and dislikes have anything to do with your choice?
Can hobbies become occupations?
How much schooling or training is required?
Is it an occupation that you are able to do?
16. See guidance section for more self-appraisal inventories.
11. Paper and crayons or paint
12. Newspapers
13. Tagboard or graph paper
14. Friendly letter form Our Language Today 4 American Book Company, 1967. p. 89.
16. Guidance section

CONCEPT:

Interests and abilities may affect career choice.

BEHAVIORAL OBJECTIVES:

Each child will be able to write a paragraph about the career related to his interest area.

Each child will be able to draw and label a job tree of health service occupations.

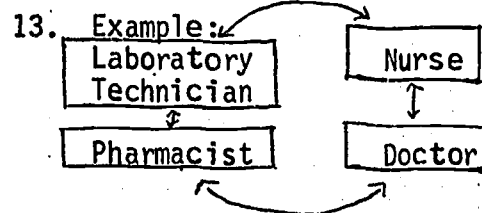
ACTIVITIES	REFERENCES AND MATERIALS
<ol style="list-style-type: none">1. Have the students make a large outline map for the bulletin board. Have each child draw a picture of a worker he is interested in. Place the picture at the end of a piece of yarn connected to the map.2. Have the students investigate careers associated with their high interest areas from their interest profile. Have them use reference materials and interviews in search of a realistic and accurate view of the career being investigated.	<ol style="list-style-type: none">1. Paper, crayons, or paints, and yarn.2. <u>Occupational Outlook Handbook</u> U.S. Department of Labor, 1970-71. Interviewer _____ Person interviewed _____ Name of job _____ What you do on the job _____ What mental abilities needed _____ What physical skills needed _____ What interests are involved _____ How did you prepare for your job? _____ What school subjects have helped you most? _____ What are the working conditions? _____ Things you like about your job _____ Things you dislike about your job _____ Related jobs _____ Interviewer: List the things you would like and those you would not like about this job.

3. The teacher may ask a personnel administrator to visit the class and explain how interests and abilities are used in selecting a person for a job. Note that some interests will be met in work and some in hobbies or other leisure time activities.
4. Have the children interview someone who has an occupation similar to one they are interested in to find out what the worker does in his leisure time. The children may include this interview in their career folders. The class may develop a bulletin board or a collage with pictures of people at leisure time activities.
5. The teacher will have a variety of books available for exploring occupations related to interests.
6. Have the class find as many health related occupations as they can. Discuss why there are so many occupations related to health.
7. Field trip
8. Have the class discuss:
What is a family?
What is a job?
What is a job family?
9. Have the students draw and label a job tree or chart related to health service occupations. This may be used on a bulletin board.
3. Resource person
4. Pictures
5. Library books
7. See field trip guide
School of Practical Nursing
or Health related field trip
9. Paper

10. Invite a dental assistant to come and talk to the class.
11. The students that are interested in this area may write about health careers to add to their career folders.
12. The teacher will have books available related to health service occupations.
13. Have the children work in groups to develop circular graphs showing interdependency of health occupations.
14. The class may play "What's My Line?" with health service occupations.

10. Resource person - dental assistant

12. Library books



CONCEPT:

Many occupations are found in our society.

BEHAVIORAL OBJECTIVES:

Each child given a list of ten occupations will be able to list the characteristics common to five of them.

ACTIVITIES	REFERENCES AND MATERIALS
<ol style="list-style-type: none"><li data-bbox="274 620 807 970">1. Discuss the year's work. Ask leading questions concerning what the class has learned about careers. Help the students point out the importance of work to the worker and to society. Review the career folders. Discuss: "Have you developed new interests during the year?"<li data-bbox="274 999 807 1254">2. Have each child choose a worker about whom he has learned and illustrate his work to the class by role playing, pantomime, puppets, or riddles. Some of the students may want the class to guess their occupation.<li data-bbox="274 1284 807 1695">3. Have each child write a report about the occupation which interested him the most. The report should include: The duties of the occupation The training necessary for the occupation Why you would like to do this kind of work Save these reports for evaluation of career awareness growth.	

4. The teacher may list job families of workers like: business, services, health, manufacturing and construction. Have the class work in groups, each group listing as many occupations as they can for one of the families of workers. This information may be put together in a job families scrapbook or used as a bulletin board using pictures or drawings to illustrate the workers.
 5. The students may play the game, "What's My Line?" Each child should be given a chance to ask one question. The one he asked should use only yes or no replies.
 6. Have the class plan and develop an exhibit of projects and materials made and used during the year that pertain to careers. The parents of another class may be invited to view the work. Some of the students may present a puppet show related to careers while other students may be posted as guides to explain the exhibits to the visitors.
6. Career folders
 - Murals
 - Filmstrips
 - Bulletin boards
 - Books
 - Reports of careers
 - Drawings
 - Letters
 - Reports of field trips and any other projects made during the year.

EVALUATION

Evaluation should be constant and continuous, both objective and subjective, on an individual as well as a group basis for effectiveness. The teacher will find keeping notes helpful.

The teacher will evaluate the growth of the individual students. The following activities are means of estimating the growth of each child in understanding part of the complex world of work:

A matching exercise of workers with a definition of the type of work.

Identification of interests of individuals with occupations (written responses will include reasons.)

Identification of occupations with geographical locations - matching exercise.

Identification of occupations with job family, with characteristics of occupation selected.

Written responses of why people work, given at the end of the year, will be compared with those made at the beginning of the year.

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- Bonsall, Marcella R., Meyers, Charles E., Thorpe, Louis P., What I Like to Do - Interest Inventory. Chicago: Science Research Associates, Inc., 1954.
- Brandwein, Paul F. and others. Principles and Practices in the Teaching of the Social Sciences, Concepts and Values. Level Four, New York: Harcourt, Brace and Jovanovich, Inc., 1970.
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- Limbacher, Walter J. Dimensions of Personality. Here I Am. Dayton, Ohio: George Pflaum, Publisher, 1969.

INTRODUCTION

The activities in the Self Awareness and Career sections may be used in any sequence. These activities are to be used at the descretion of each individual teacher. Each teacher should choose the activities which may be coordinated with your present curriculum.

CONTENTS FOR SELF AWARENESS

(Suggested Outline)

Basic Series	Supplementary Materials
Chapter 1: I Need To Be Alone Sometimes	
Chapter 2: The Company I Keep	
Chapter 3: The Way Families Are	
Chapter 4: What I Think of Myself	
Chapter 5: My Family's Rules	Respect - <u>Focus on Self Development, Stage Two: Responding, SRA, 1971.</u>
Chapter 6: When I Feel Jealous	
Chapter 7: Feelings and the Family	
Chapter 8: Don't Push too Fast	
Chapter 9: More Responsibility, Please	
Chapter 10: Parents Have Problems	
Chapter 11: Talking to Mom and Dad	Communication - <u>Focus on Self Development Stage Two: Responding, SRA, 1971.</u>

Chapter 12: Growing Up Safe

Chapter 13: A Group at Work

Social Influence - Focus on Self Development Stage Two: Responding, SRA, 1971.

Chapter 14: The Price of Belonging

Chapter 15: Torn Two Ways

Chapter 16: When Needs Get Together

Physical Environment - Focus on Self Development Stage Two: Responding, SRA, 1971.

Chapter 17: The Need to Belong

Chapter 18: What the Group Wants

Trust - Focus on Self Development Stage Two: Responding, SRA, 1971.

Chapter 19: Learning to Work Together

Chapter 20: Only the Beginning

GRADE FIVE
SELF AWARENESS

CONCEPTS:

Each child has mental, emotional, social, and physical likenesses and differences.

BEHAVIORAL OBJECTIVES:

Each child will list three ways he has grown physically.
Given the words fear, anger, happy, sad, each child will state a situation when he felt each one.
Each child will name two ways he is like a friend.
Each child will name two ways he is not like a friend.

ACTIVITIES	MATERIALS AND REFERENCES
1. Ask each student to draw a picture of himself. Discuss their drawings and how they might make their drawings more life-like. Divide the class into small groups and draw several life-size pictures of the children. Keep their drawings until later to show physical growth.	
2. The teacher may borrow a set of textbooks from grade one. Ask the children to study these books and discuss what they find.	
3. Personal Understanding Self Appraisal	3. See Guidance Section
4. Choose a pupil of the week. His or her name, a picture, and some information about him will be displayed on a	

bulletin board. The student will have special tasks such as collecting papers and choosing a class activity. Each child will have a turn. You may choose the pupil by birthday, drawing names, or anyone who is wearing a certain color. (Note to teacher: You may want to choose two or three pupils a week.) The pupil of the week activity is to help a child feel good about himself.

5. Choose one class during the day with which you will be working at the board or having class discussion. Each time a group is sent to the board or asked a question, call on the same child each time. Choose a child who is intelligent, well dressed, and nice looking. Observe the reactions of your class. Later, discuss how the class felt.
6. The teacher may set aside a time once a day or once a week for the class to keep a diary. The purpose of the diary is to have a child begin to write freely about himself. This diary should be a child's personal property. You may suggest that they review their diaries every few months to see how their feelings have changed. Limit the first entry to one sentence.
7. Interest Inventory
7. Thorpe, Louis P. and others. "What I Like to Do". Science Research Associates, 1954.

8. During the year you may want each child to keep a notebook or folder which should include activities on self awareness and career awareness. The class may enjoy having a contest to choose a title for their folders.

9. The class may complete a Time Capsule-About Me. Place these in an envelope and keep until the end of the school year. Then have the class complete the Time Capsule again and compare the two.

9. Name _____
My height _____ ft. _____ in.
My best friend _____
The thing I worry about most is _____
My favorite food _____
My favorite song _____
My favorite color _____
My favorite TV program _____
My favorite game _____
My newest friend _____
The thing I want most _____
The last time I was really scared _____
I want to be _____

10. The children will use their senses to make the following list:
First morning - list everything you see on the way to school.
Second morning - hear
Third morning - smell, taste, and touch.
each morning the children can help fill out a chart listing all the different observations. Discuss why these are so many differences.

11. You may collect a group of pictures showing different facial expressions of people. On the board make a list of words which describe feelings, happy, sad, anger, fear. Group the pictures with the words and make a collage of the pictures.

12. Open-end sentences

12. Most of the time I feel _____
I am happy when _____
I am sad when _____
I am afraid _____
Feelings are _____

13. The teacher may choose four different instrumental songs that can infer the feelings of happiness, sadness, anger, and fear. The children may illustrate the mood or write a descriptive paragraph.

14. Begin by giving the class a surprise spelling test. Include demons like the following: auditorium, enough, neighbor, business, February, especially, angle, friend, receive. If your class has any spunk, they should react with speed and with heat. Ask them why they are grumbling. Lead your discussion to their feelings of anger.

15. Each child may answer and discuss the following questions. These may be put into their folders.
How would you feel if.....
you hit someone at recess?
your parents gave you ten dollars?
you were home along during a thunder storm?
you had a fight with your best friend?
you weren't allowed to come to school?

16. The day before you perform this activity, write the following sentence on the board:
Anyone who wants to complete a test tomorrow will receive a reward.

16. a. Who climbed a bean stalk and killed a giant?
b. If a football player uses a football, what does a baseball player use?
c. Name a river in South Dakota.
d. Name a state that borders South Dakota.

- (Note: The activity can create many emotions as well as physical activity. When they have taken the test, discuss their feelings. Have the class decide on what kind of a prize they prefer.

- e. What time is it if the big hand is on three and the little hand is on two?
- f. What do tadpoles turn into?
- g. Is China a city, state, or country?
- h. Circle the misspelled word: school, hend, penny.
- i. What language do the people in France speak?
- j. What day comes after Monday and before Wednesday?

17. The children might write down five things they think are important about themselves and five things they think are important about one of their friends. ASK: How many of you wrote down the same things for yourself and your friend? Point out that friends have many things in common.

CONCEPT:

Positive attitudes of one's self, other people, and work are important for success.

BEHAVIORAL OBJECTIVES:

Each child will name five things he/she does well.
 Each child will name five ways of verbal communication.
 Given an activity, each child will try to participate and act more freely through non-verbal communication.

ACTIVITIES	MATERIALS AND REFERENCES
1. Have each child complete the following open-ended sentences. These sentences may be used at the beginning and at the end to see if any change in self attitude may have occurred.	1. The thing I like best about myself is _____ The thing I would like to change about myself is _____ One thing I do well is _____ One thing I would like to do better is _____

ACTIVITIES	MATERIALS AND REFERENCES
<p>2. You may discuss people and things which influence you. The class completes these three pages for their folders by writing a paragraph or illustrating the statement. The statement should appear somewhere on the page.</p>	<p>2. MY FAMILY The person I act most like is... Ways we're alike... Some ways I act like people I know...</p>
<p>3. You may do some brainstorming with the work communication. List all the ways in which people communicate. This could lead to reports and projects on the many ways of communicating.</p>	
<p>4. Discuss with you class the difference between verbal and non-verbal communication. You may act out various situations to show non-verbal communication.</p>	<p>4. a. greet a friend b. be surprised c. show fear d. show anger e. tells someone there is a fire</p>
<p>5. Pages for folders. Write a paragraph or illustrate the statements.</p>	<p>5. "Reasons people don't communicate" "I'm not sure I communicate with people when....." "How I could communicate better"</p>
<p>6. The students might discuss what the word respect means and draw up a list of words and phrases related to the words; admire, courtesy, consideration. Use a dictionary to expand the list.</p>	<p>6. Student dictionaries.</p>

SELF AWARENESS EVALUATION

The children may complete these open-ended sentences for self awareness evaluation. Evaluation of self awareness must be individual.

- a. The thing that makes me happy is seeing _____
- b. When I'm in a group, I _____
- c. One person I learn a lot from is _____
- d. The best thing about school is _____
- e. The hardest thing at school is _____
- f. Sharing is _____
- g. One problem I solved is _____
- h. I don't mind taking turns when _____
- i. I don't like to take turns when _____
- j. A goal I am trying hard to reach is _____
- k. When I know someone likes me, I feel _____
- l. When I think someone doesn't like me, I feel _____
- m. When I feel angry inside, I _____
- n. When I feel good inside, I _____

CAREER AWARENESS

CONCEPT:

School prepares a child for a career.

BEHAVIORAL OBJECTIVES:

Each child will demonstrate how to conduct an interview.
Each child will list five ways school is important to him.
Given three statements about school each child will arrange the statements in the order that they are most important to him.

ACTIVITIES	MATERIALS AND REFERENCES
1. The teacher may begin a class discussion by asking the class to complete the following statement: School is _____. The teacher may want to collect these and read them to the class.	1. List all the sentence endings on a chart.
2. Discuss the meaning of the word interdependence before you show the filmstrip. The filmstrip will tie the statements about school with this activity to show that all people in a school have a job.	2. "Economics in Home, School, and Community, Interdependence Series 2, School" (100350)
3. Discuss the following questions. a. Why do we have schools? b. Is school important? c. How does a school help people? d. What can we do to get the most out of school?	3. Before you start class discussion, you may have the class answer these questions to include in their folders.
4. The children may explore the various occupations in their school to discover the difference in levels of education and subject require-	4. INTERVIEW Name _____ Name of person being interviewed _____ Name of occupation _____

ments needed. After doing some research on the positions, each person should be interviewed. Assign a child to interview each of the following school employees: teachers, (classroom, art, music, physical education) principal, counselor, janitor, secretary, aides.

What do you do on this job?
 What training and/or education is needed for your job? _____
 What school subjects were most helpful? _____
 What do you like about your job? _____
 What do you dislike about your job? _____

After you have completed interviewing an adult, please answer the following questions.

What did you like about this job? _____
 What didn't you like about this job? _____
 Would you like to have this job? _____
 Why? or Why not? _____

5. The teacher may tape several of the school interviews to use for class demonstration. Each child may interview a parent, neighbor, or a friend.
6. Show the class this filmstrip to point out the importance of school to work. At the conclusion of the filmstrip discuss how a person should decide the amount of education or training a person may need to get along in the world of work.
7. Each child may complete a Self Appraisal quiz about how they see themselves at school. This would be used as a basis for discussion.
6. "What Good is School?"
Society for Visual Education
7. Self-Appraisal test, "In School"
Personal Understandings
Elementary Guidance

CONCEPTS:

Occupations require interpersonal relationships.
Cooperation is necessary between workers.

BEHAVIORAL OBJECTIVES:

Each child will list three ways he observed cooperation between workers.

Given a list of job titles, each child will distinguish between jobs that provide services and jobs that produce goods.

Each child will observe a job and describe the qualifications, duties, and education or training necessary.

ACTIVITIES	MATERIALS AND REFERENCES
1. You may have you class do some brainstorming with the word cooperation. List the first word that pops into your mind. Use a dictionary to define cooperation and then go on to discuss how we cooperate at school and home.	1. School dictionaries
2. Related filmstrips (Note: Both of these filmstrips show how jobs are divided so that people and the community progress smoothly.)	2. "Economics in Home, School, and Community - Division of Labor Series 1," School (100345) Community (100342)
3. A field trip would show how all workers depend on others in a business which provides goods and provides services.	3. See the field trip guide to plan you field trip. Possible trips: a. motel-restaurant b. automobile dealer See Appendix A for list of jobs. Research Outline Name of business _____ Kind of job _____ a. Duties _____ b. Qualifications _____

- c. Training_____
- d. Experience_____
- e. Special clothing_____
- f. Tools_____

Widening Occupational Roles
Kit, SRA.

Yellow Pages of Learning
Resources, Group for
Environmental Education, 1972.

4. The class may use a bulletin board display as a follow-up project. This may include pictures, reports, tools, and information published by the business you visited.
5. Individuals in the class may want to role play the different jobs they observed.

CONCEPT:

There are important factors to consider in making a career choice - personal abilities and limitations, nature of work, training and/or educations, supply and demand.

BEHAVIORAL OBJECTIVES:

Each child will name three things he does well.
Each child will name three things he would like to do better.
Given a list of job titles, each child will identify the jobs which deal with people and animals, ideas, or things.
Each child will name and describe jobs he may like to try.

ACTIVITIES	MATERIALS AND REFERENCES
1. You may begin by using a list of questions which ask "Am I?" After you tally the results, discuss each area.	1. Am I happy? Am I lazy? Am I kind? Am I funny? Am I nervous? Am I helpful? Am I liked by others? Am I friendly?

2. To show the differences among people and their jobs, you may view and discuss this filmstrip.
3. Before observing people at work, discuss why people choose a particular job and what qualification are necessary for a job.
4. The children may choose one of the "What If...?" questions to write a paragraph about. This may be added to their folders. The children will enjoy reading their paragraphs to the class.
5. Each child may write two paragraphs, one describing himself as he is now and another describing himself as he would like to be.
6. Related filmstrip
7. You may use this inventory to determine the occupations your students' parents.
Questions to discuss:
What is their job title?
What skills are used in their job?
What are some duties of their job?
Would you like this job?
8. The teacher may give each child a copy of a newspaper and ask them to read and clip out all articles which relate to vocations. Plan a display that will group the articles into the following three job categories; people and animals, things, and ideas.
2. "Who Are You?"
Society for Visual Education
4. What if.....?
..no one wanted to collect garbage?
..no one wanted to do heavy work?
..no one wanted to stay up all night?
..no one wanted to do experiments or research?
5. Bailard, Virginia, Your Abilities, SRA, 1970.
6. "What is a Job?"
Society for Visual Education
7. Name _____ Date _____
Father's job _____
What kind of work does he do? _____
Mother's job? _____
What kind of work does she do? _____
What jobs do you think you would like? _____ Why _____
What jobs do you think you would not like? _____ Why _____
What jobs have you seen someone do? _____
8. Widening Occupational Roles Kit, SRA.

9. Each individual may choose an occupation he is interested in to report on. Activities may include a written report, illustrations, personal interview, demonstration of the job, or observation of a job. All activities should include duties, training or education, advantages, and/or disadvantages.

9. Occupational Outlook Handbook
U.S. Labor Department, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, 1970-1971.

Put a checkmark in the column which states how you feel.

Yes No ?

I like to...
work with people.
work with my hands.
read books.
help people.
work outdoors.
work at night.
work with machines.
go to college.
work in quiet places.
try new things.

Encyclopedia of Career and Vocational Guidance, Volume 1 Planning Your Career, and Volume 2 Careers and Occupations. Doubleday and Company Inc., 1967.

Exploring the World of Jobs, SRA, 1969.

10. You may contact resource people to speak to your class. Their occupations should coincide with the class reports.

11. Where possible, a child should arrange to observe a person working on the job which he is reporting about.

12. Related filmstrips

12. "Economics in Home, School and Community, Series 4, Supply and Demand," (100356)

13. Occupational puzzles.

13. See Appendix B

CONCEPT:

Observation of people at work helps improve knowledge about careers.

BEHAVIORAL OBJECTIVES:

Each child will name, identify, and describe one specific job he observed.

Given a list of occupations observed, each child will name one job he might be inclined to do and one job he would not be inclined to do.

ACTIVITIES	MATERIALS AND REFERENCES
1. Discuss with your class the various ways they have used to learn about careers.	1. Reading, resource people, interviewing, films, class discussion, filmstrips, field trips.
2. Suggested unit before a field trip.	2. Field trip to the Sioux Falls Argus Leader a. Maxwell, John C., <u>Ginn Elementary English 5</u> , pp. 238-242, 1967. b. <u>The Daily Newspaper: How To Get More Out of It</u> , Sioux Falls Argus Leader c. Filmstrips: "History of Printing," (103627) d. Film: "Newspaper Story", (000257)
3. You may plan a field trip to observe people at work. The class may plan an observation sheet or the teacher may suggest this form.	3. See field trip guide Observation outline Date _____ Kind of work _____ Worker uses hands _____ Worker used eyes _____ Worker works with people _____ Worker works with things _____ Worker works outside _____ Worker works inside _____ Tools or equipment used _____ Physical demands: lifts heavy things _____ walks a great deal _____ walks a little _____ sits most of the time _____ Personal observations _____ <u>*adapted from World of work</u>

4. The children may write thank you letters to the business they visited.
5. The teacher may plan to publish a class newspaper as a culminating activity. The newspaper could be divided into the various departments and the children may choose the department they would like to work in.
An assembly line may be set up to assemble the newspaper. The children should be able to observe interdependence of workers.

CONCEPT:

Job families include occupations within our society.

BEHAVIORAL OBJECTIVES:

Each child will construct a drawing of a job family.
Given a list of job families, each child will name five jobs within a field of work.

ACTIVITIES	MATERIALS AND REFERENCES
1. You may use frames 1-15 to introduce job families.	1. Lifton, Walter M., "What Are Job Families?" Society for Visual Education
2. The children may illustrate their families. The teacher may illustrate the school family as an example.	
3. Related filmstrips	3. "Economics in Home, School, and Community, Series 4, Supply and Demand," (100344).
4. You may suggest that each student choose an object. Draw a picture of this object or use a magazine picture.	4. See Appendix C

Construct a chart showing all the jobs involved in bringing this product to the consumer.

5. You may ask each child to list three occupations which interest him.
Have each child decide which job families their occupations belong to. Point out that some jobs may fit in more than one family. Next list the jobs under each family. You may need to add some jobs to the list.
You may use this information to construct drawings of each job family.
6. Use the four skills areas of English; listening, speaking, writing, reading, to construct job families.
7. The teacher may choose to discuss the nature of work, training or education, and duties of the occupations in one job family.
Why is this a good way to group jobs?
What is the purpose of grouping jobs into job families?
8. The children may enjoy playing charades to act out their occupations.
9. Each child may choose one of the three occupations which were listed in number five to answer the following questions. The answers to these questions should be included in their career folders.
What job family does this occupation belong?
What are the duties of the worker?
What education or training is needed to prepare a person for this occupation.
5. On the board or overhead, list the following job family divisions:
 - a. industry job family
 - b. training job family
 - c. activity job family
 - d. interest job family
 - e. location job family
 - f. skilled job family
6. See Appendix D
7. Occupational Outlook Handbook
U.S. Labor Department, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 1970-1971.
9. Widening Occupational Roles Kit, SRA.

Yellow Pages of Learning Resources, Gee! Group for Environmental Education Inc., 1972.

10. Who Am I? The children may write a descriptive paragraph about a worker and have the class guess the occupation.
11. As a culminating activity, you may choose one business and chart the job family. After you have completed your chart, visit the business to see how all people within the job family work together.
11. See Appendix E

EVALUATION

The evaluation process of fifth grade will be a continuous process using subjective and objective data. The teacher will want to keep a daily record which includes observations of individuals and a list of effective and ineffective activities and materials. By keeping a daily record, you will have a constant method of improving the program.

The children may complete a list of open-ended sentences regarding the concepts they have learned.

- a. One way I am like everyone else is_____.
- b. One way I am different from every one else is_____.
- c. The thing I do best is_____.
- d. The thing I can't do very well is_____.
- e. I would like to be a_____ because_____.
- f. Cooperation is important because_____.
- g. I can see myself in ten years from now as a_____.
- h. I need to go to school because_____.

The children may complete a matching exercise of terms used throughout the year. This will evaluate factual knowledge only.

- | | |
|--------------------|----------------------------------------------------|
| a. Ability | 1. Amount of goods available |
| b. Apprentice | 2. A person's life work |
| c. Career | 3. Jobs that are related |
| d. Cooperation | 4. Natural talent |
| e. Demand | 5. Amount of goods needed |
| f. Interdependence | 6. Depend upon one another |
| g. Interest | 7. Useful labor which does not produce a commodity |
| h. Job family | 8. One who learns a trade from another |
| i. Service | 9. Working together |
| j. Supply | 10. An activity you like to do |

The children may complete the following "Who Am I?" questions to evaluate their knowledge of occupations and their duties.

1. I gather information on current events.
I write stories for publication.
I interview people.
I attend news happenings.
Who am I?
2. I fill cavities in teeth.
I straighten teeth.
I extract teeth.
I clean and x-ray teeth.
Who am I?
3. I relay information.
I assist in calling police or fire departments.
I arrange conference calls.
I complete some long distance calls.
Who am I?
4. I trim hair and cut hair.
I style hair.
I straighten, tint, or bleach hair.
I clean and style wigs.
Who am I?
5. I sometimes work at night.
I drive most of my working time.
I keep a log of my activities.
I operate a gasoline or diesel powered tractor-trailer.
Who am I?
6. I relay weather information.
I give take-off and landing instructions.
I coordinate the movement of aircraft which are being flown on instructions.
I give instructions to pilots to avoid collision.
Who am I?
7. I take customers' orders.
I serve food and beverages.
I make out customers' checks.
I need to be efficient.
Who am I?

8. I advise people of their legal rights.
I represent people in court and argue cases.
I draw up wills, contracts, and mortgages.
I prepare drafts of proposed legislation.
Who am I?
9. I mop and sweep floors.
I clean furniture.
I make minor repairs.
I operate heating and cooling equipment.
Who am I?
10. I set up, operate, and maintain electronic equipment.
I work with microphones, sound, recorders, lighting, and television cameras.
I operate controls that switch broadcasts from one camera to another.
Who am I?
11. I accept money paid by customers.
I make change.
I give receipt for payment.
My job title has many names.
Who am I?
12. I dispense drugs and medicine.
I provide information on medicines that can be obtained without a prescription.
I sometimes test drugs for purity and strength.
Who am I?

Give each child a copy of Appendix E and have them construct a job family.

B I B L I O G R A P H Y

Bailard, Virginia. Your Abilities (Science Research Associates, 1970).

Daily Newspaper, The - How to Get More Out of It (Sioux Falls Argus Leader).

Dunn, Charleta J. and Bill Payne. World of Work (Leslie Press Corporation, 1971).

Exploring the World of Jobs (Science Research Associated, 1969).

Focus on Self-Awareness State Two - Responding (Science Research Associates, 1971).

Gerken, C. d'A and Alice Kemp. Make Your Study Hours Count (Science Research Associates, 1956).

Hopke, William. Encyclopedia of Careers and Vocational Guidance
Volume I Planning Your Career (Doubleday and Company, Inc., 1967).

Job in Your Future, The (Science Research Associates, 1960).

Limbacher, Walter J. Dimensions of Personality - Here I Am
(Pflaum, 1969).

Maxwell, John C. Ginn Elementary English 5 (Ginn and Company, 1967).

Menninger William C. All About You (Science Research Associates, 1955).

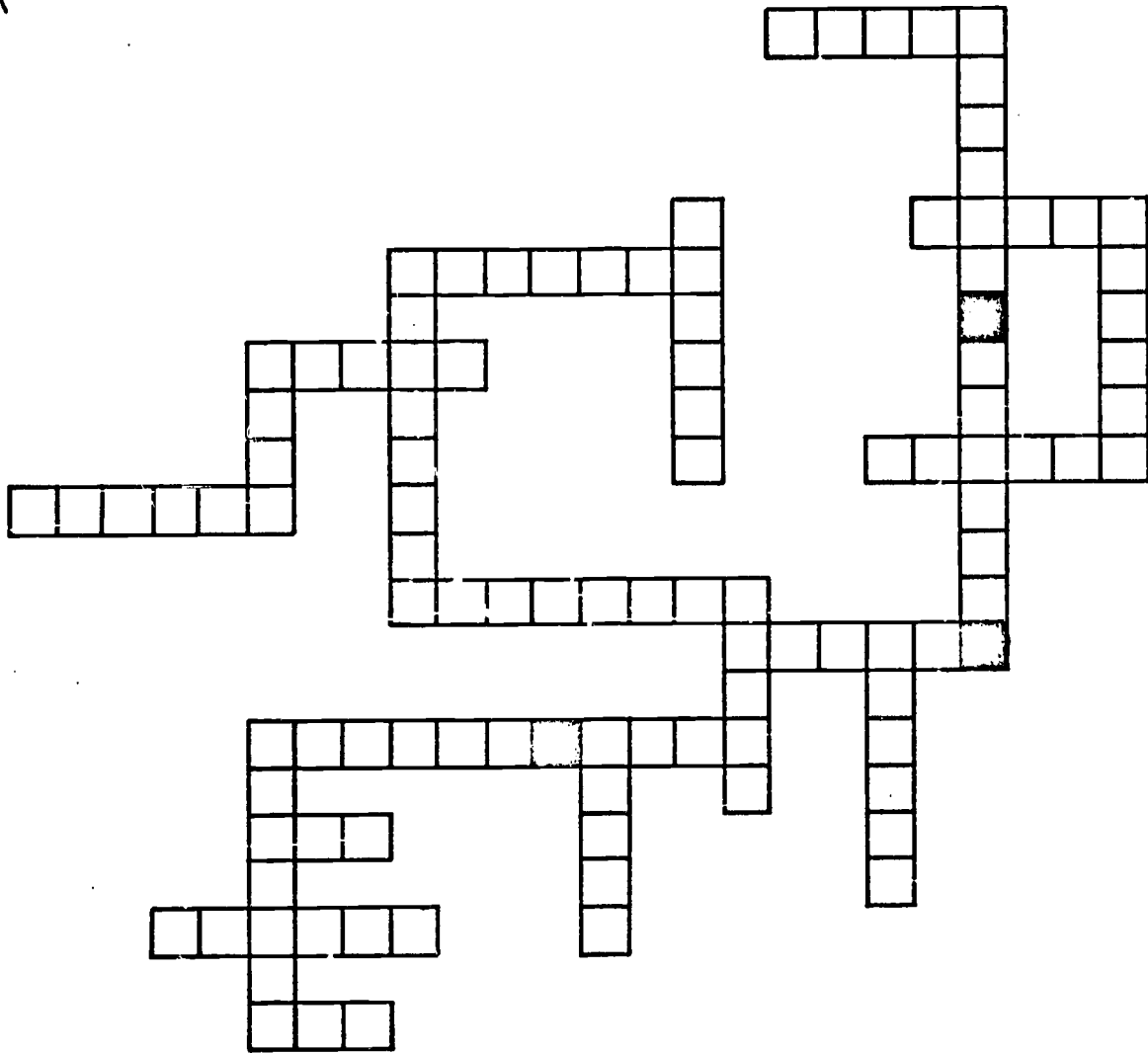
Occupational Information Handbook (South Dakota Vocational Technical Education, 1970).

Occupational Outlook Handbook (United States Department of Labor, Bureau of Labor Statistics, 1971).

Yellow Pages of Learning Resources, GEE! Group for Environmental Education Inc., 1972.

Widening Occupational Roles Kit (Science Research Associates, 1967).

TEACHER

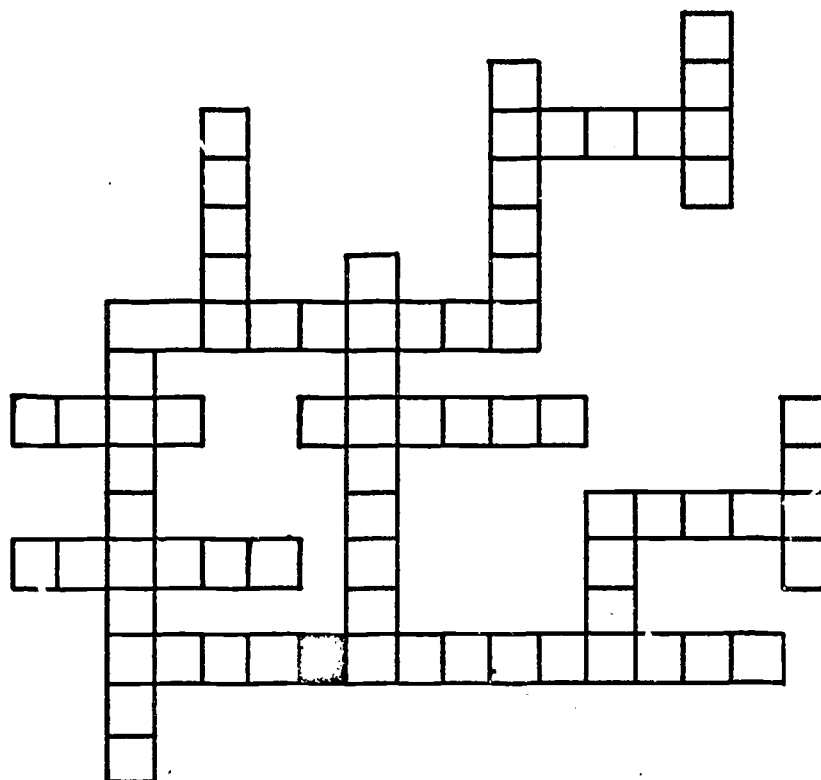


art
books
chalk
eraser
grade
gym
health

math
music
paints
paper
pencil
reading
recess

report card
ruler
science
scissors
social studies
spelling
study

SECRETARY



boss
carbon
copy
desk
dictation

eraser
files
neat
notes
office

shorthand
spell
telephone
type
typewriter

GRADE SIX
SELF AWARENESS

CONCEPT:

Each child has mental, emotional, social, and physical likenesses and differences.

Each child develops an awareness of his abilities and limitations. Positive attitudes on one's self, other people, and work are necessary for success.

BEHAVIORAL OBJECTIVES:

The child will list five ways he is like others.

The child will list five ways he is different from others.

Given a list of activities, a child will check those he can do.

The child will write three short paragraphs describing a happy situation, an angry situation, and a cooperating situation.

ACTIVITIES	MATERIALS AND REFERENCES
1. The teacher will initiate the discussion by writing this on the board: "I'm special, there is no one else like me."	1. Each student will draw a picture of himself as he looks and feels at that time. Stress the facial expression.
2. Time capsule: The questionnaire may be completed in the beginning and the end of the year. These are confidential, each child folds and staples his. The teacher can collect and seal them in a large envelope.	2. Name _____ Height _____ Weight _____ My best friend _____ My favorite food is _____ The color I like best is _____ Of all the TV programs, I like _____ I'm happiest when _____ Someday I'd like to _____ The last time I was afraid was _____ My newest friend is _____ Right now I feel _____

ACTIVITIES

3. Beforehand the teacher chooses three students who will read a nursery rhyme for the class. At class time the students leave the room and one by one, they return and say their verse, then leave again.

Teacher asks after the student has left:

- a. What color was his shirt?
- b. Was he wearing tennis shoes?
- c. Does he have freckles?
- d. How do you think he felt? Why?
- e. Other similar questions

4. Interest Inventory

5. Using the results of the Interest Inventory, the teacher asks:
 - a. In which area do you have the most interests?
 - b. In which area do you have the least interests?
 - c. What factors determine our interests?

6. Teacher asks:

- a. What is a hobby?
- b. What is your hobby?
- c. Why did you choose that hobby?
- d. Do you think it is good to have a hobby? Why?

From the interest inventory and the record sheet, the teacher can help each student develop his hobby or start one.

MATERIALS AND REFERENCES

3. "Hickory, Dickory, Dock"
"Jack and Jill"
"Jack Be Nimble"
(any verse will serve the purpose)

4. SRA Interest Inventory

6. "What Do You Like to Do?"
Widening Occupational Roles Kit
SRA, 1967

Student Record Book
Widening Occupational Roles Kit
SRA, 1967, p. 5-6

CONTENT FOR SELF AWARENESS
(Suggested Outline)

Basic Series

Supplementary Materials

Limbacher, Walter J., Dimensions of Personality.
Becoming Myself, Dayton, Ohio,
Geo. A. Pflaum Publisher, 1970.

Chapter 1: Finding My Feelings

"Concerns", Focus on Self Development, Stage Two: Responding, SRA, 1971.

Chapter 2: Speaking Without Words

Chapter 3: How I Feel Now

Chapter 4: My Feelings Are Divided

Chapter 5: Learning Where I Stand

"Competition and Cooperation",
Focus on Self Development, Stage Two: Responding, SRA, 1971.

Chapter 6: Learning To Be A Friend

Chapter 7: Living With Me

"Responsibility", Focus on Self Development, Stage Two: Responding, SRA, 1971.

Chapter 8: I Don't Like Me

Chapter 9: If I Dislike Myself

"Companionship", Focus on Self Development, Stage Two: Responding, SRA, 1971.

Chapter 10: Hiding Myself

Chapter 11: What the Mirrors Show

Chapter 12: My Physical Growth

Chapter 13: My Emotional Growth

Chapter 14: My Growth Into Adolescence

Chapter 15: My Social Growth

"Acceptance and Rejection", Focus
on Self Development, Stage Two:
Responding, SRA, 1971.

Chapter 16: My Intellectual Growth

Chapter 17: I'm Still Growing

Self Awareness Culmination

ACTIVITIES	MATERIALS AND REFERENCES
1. Hobby Day - The students and teacher plan an exhibit which will display their hobbies or explain them. From this open house can be arranged for other classes and parents. Refreshments might be fun.	1. Each child's desk can be his booth. Let their imagination create an attention getting display.
2. Time Capsule: See Activity 2 Self Awareness - Introduction	
3. Divide the class in small groups of three or four (or have the children from groups) to write	

a play, make a filmstrip, a cartoon series, mural, or write a puppet show on these or other topics;
A Special Feeling, The Importance of Knowing Your Feelings, Hobbies: Who Needs Them, Friends, Worry, Responsibility.

SELF AWARENESS EVALUATION

Evaluation of sixth grade personal awareness program covers two broad areas: (1)attitudinal formation and (2) self-appraisal. Because of the nature of the subject, most of the evaluation is subjective. The teacher may evaluate the effectiveness of the program in developing realistic self-appraisal by use of an opinionnaire to be distributed and completed by each student. Attitudinal formation can be evaluated by the use of open-ended sentences. The teacher will need to observe behavioral and attitudinal change throughout the year and record observations or anecdotal cards for each student. An open mind is necessary to evaluate any part of the program.

ACTIVITIES	MATERIALS AND REFERENCES
1. Self-Appraisal Questionnaire.	1. Dunn, Charleta J. & Payne, Bill F. <u>World of Work, Occupational Vocational Guidance in the Elementary Grades, A Handbook for Teachers and Counselors</u> , The Leslie Press, Dallas, Texas, 1971, pp. 130-131, See Guidance Section.
2. Self-Appraisal: "How Well Do I Perform".	2. Ibid, See Guidance Section
3. Personal Survey: a. List five ways you are like others.. b. List five ways you are different from others. c. List five things you can do well. d. List five things you can not do well.	

4. Write a story or a poem about
(name) as seen by
(name) .

5. Open-ended sentences:

Most of the time I feel _____

I am happy when _____

I am sad when _____

Feelings are _____

Sometimes I can tell how you feel by _____

Sometimes you can tell how I feel by _____

One thing that worries me a lot is _____

When I worry about something I _____

I shouldn't be so concerned about _____ if _____

One of my biggest responsibilities is _____

One responsibility I'd like to have is _____

If I couldn't carry out my responsibility, I'd feel _____

When I'm with other people I feel _____

I like to talk about my feelings with my classmates because _____

I don't like to talk about my feelings with my classmates because _____

It is hard to cooperate because _____

It is hard to compete because _____

Someday I want to _____

CAREER AWARENESS FOR SIXTH GRADE

Concept: Each child differs in abilities, limitations, interests, and values.

Behavioral Objectives:

Given a set of objects, the child will choose the one he likes best and give his reasons for choosing that one.

Given a picture of a person involved in an occupation, the child will list two abilities necessary to do that job.

Given a ten dollar token, the child will buy objects and give the reasons for selecting each.

ACTIVITIES	MATERIALS AND REFERENCES
<p>1. The teacher will display several objects and ask the students to write down the one they would choose, keeping their lists covered. Teacher asks:</p> <ul style="list-style-type: none">a. Which color do you like best? Which color do you like least?b. Which shape do you like? Which shape don't you like?c. Which material feel the best? Which material doesn't feel good?d. Which tool do you prefer? Which tool don't you like? <p>By comparing various answers, the children can see that they have different likes and dislikes.</p>	<p>1. Sets of objects:</p> <ul style="list-style-type: none">a. Sheets of various colored construction paper.b. Various shapes mounted on tagboard - square, circle, rectangle, triangle, etc.c. Small pieces of materials - sandpaper, fur, silk, burlap, corrugated cardboard.d. A variety of tools - scissors, paper, hammer, compass, ruler.
<p>2.*The teacher may show pictures of four different children about the same age as the students in the class. She may relate the following descriptions as she holds up the pictures.</p> <ul style="list-style-type: none">a. John is great in science and brings home A's on his report card in science every time.b. Sally has artistic ability which enables her to sketch, draw, and paint pictures every one enjoys.	<p>2.*Adapted from Laws, Lee. <u>Elementary Guide for Career Development</u>, Austin, Texas, 1970.p.196</p> <p>Two pictures of boys and two pictures of girls from magazines and mounted on tagboard.</p> <p>Types of abilities (for teacher information only)</p> <ul style="list-style-type: none">writing abilitymental ability

- c. Sam is the captain of the basketball team and has a dead eye for the basket.
- d. Debbie is one of the best-liked girls in school. She is friendly to everyone.

The class may discuss the following questions:

- 1. What abilities do John, Sam, Sally, and Debbie have?
- 2. Why are there many types of abilities?
- 3. What kinds of abilities can you think of?
- 4. Why is it important for a person to know his abilities?

- 3. A few days before showing the film, read the book to the class. Encourage each child to skim the book and read his favorite parts.

After showing the film, ask:

- a. What color do you like best?
- b. What interesting things did they say about the color?
- c. Choose your favorite color and write cinquains. Using chalk, you can make a background related to your favorite color.

- 4. The class can develop a chart or bulletin board around the abilities various individuals have.

With each ability, small groups can make similar graphs showing occupations requiring that ability

scientific ability
artistic ability
physical ability
manual dexterity
clerical ability
creative ability
musical ability
persuasive ability

- 3. Book: O'Neil, Mary. Hailstones and Halibut Bones
Film: Hailstones and Halibut Bones, (000270)

Cinquains:

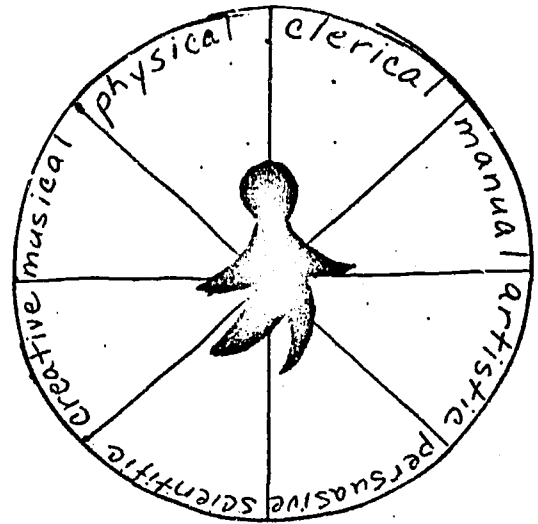
- 1st line: one word (title)
- 2nd line: two descriptive words
- 3rd line: three action words
- 4th line: four feeling words
- 5th line: synonym for line 1.

Curiosity

Curiosity,
Awesome, titillating,
driving, absorbing, compelling,
fascinating as iridescent pearls,
Wonder.

-Helen K. Dicksen
Watertown, South Dakota

- 4. Laws, Lee. Elementary Guide for Career Development. Austin, Texas, 1970, p.197.



5. Teacher asks: Write the abilities you have. List the occupations you know that require these abilities. These do not have to be occupations you are interested in. Put a check () in from of those you would like to know more about.
5. This information can be placed in a career folder which each child can make and design for use throughout the year.
6. The teacher can display at several times during the year a series of objects from a paper bag or box without commenting on any of them. Teacher may instruct the students to write which ones they would choose if they could have one. Through discussion the students should be able to understand that their choices were determined, at least partially, by their values, by what is important to them.
6. Objects might include: a quarter, marbles, pencil, piece of clothing, a book, candy, tools, stickers.
7. Prepare a "White Elephant Sale." The teacher can help the students price each item, and display them on counters and tables around the room.
7. Each child should bring something he owns and would like to sell.
8. Display mounted pictures of things boys and girls may be interested in owning and some that will not interest them. Post approximate prices on each article. Scatter pictures around
7. Mounted pictures may include: bluejeans, stylish clothes, ten-speed bike, stereo, radio, books, old bike, pizza, games.

the room. Give each child what to him is a large sum of money, a pad, and a pencil and send them shopping.

Follow-up:

- a. How did you choose each article?
- b. What alternatives were open to you?
- c. How does this compare to real life?

Concepts: Information about career is needed by all individuals.
There are many occupations in our society.

Behavioral Objectives:

Each student will conduct an interview and record the information on an interview form.

Each student will read two cards from Widening Occupational Roles Kit.

Each student will list three occupations of South Dakota and write the duties, working conditions, and abilities required for each occupation.

Each student will write a story about the occupations he has learned about.

ACTIVITIES	MATERIALS AND REFERENCES
1. To get the students thinking about jobs and what a job is, the teacher may use this film-strip and the activity pages of the Student Record Book.	1. "What Is a Job?" <u>Occupational Roles Kit</u> , SRA, 1967. <u>Student Record Book</u> , <u>WORK</u> , P.9, 10,11.
2. The students can interview parents and others about their careers. The teacher can develop a technique for interviewing with the <u>Social Science Laboratory Units</u> .	2. <u>Social Science Laboratory Units</u> . SRA, Unit One, Lessons 5,6,7, 8, and 9.
3. Students interview parents and others from different occupations. Some interviews may be recorded.	3. Sample Interview Form: (following page)

A demonstration interview in the classroom with a student and a resource person could be helpful.

The students may develop their own questions for the interview.

When the student returns from the interview, he may reflect on the experience, using something like this.

As a group the class can discuss their findings. The interview forms may be collected and placed in a booklet called "(name of school) Occupation Information Guide." As more material about careers is gathered, it may be added to the booklet.

4. Students can read further about the occupations and others they like.

- a. Name of investigator _____
- b. Name of the person interviewed _____
- c. Name of the occupation _____
- d. Duties of the occupation _____
- e. Number of years in the occupation _____
- f. Preparation for the occupation _____
- g. What abilities should one have for this job _____
- h. Is the work different than it was ten years ago _____
- i. How is it different _____
- j. What has made the difference _____
inventions _____
scientific discoveries _____
technological improvements _____
- k. Is your work easier now _____
- l. Advantages of the job _____
- m. Disadvantages of the job _____
- n. If you could live you life over, would you choose this occupation? _____
Why or why not? _____

After the interview, the investigator completes:

- a. Do you think this was a good interview? _____
- b. Do you think the person likes his job? _____
- c. What did you like best about that job? _____
- d. What didn't you like about that job? _____
- e. Would you like this job? _____
Why or why not? _____

4. Widening Occupational Roles Kit.
SRA, 1967.

Occupational Outlook Handbook.
United States Dept. of Labor,
Bureau of Labor Statistics,
Washington, D.C.

5. Teacher and students can plan programs involving parents and other people from the community who are willing to speak to the class about their jobs. If the speaker can bring tools, equipment, or other related materials, the experience is more meaningful.

5. Resource People.

6. Video tapes have been made with junior high students as interviewers. These are available to the schools.

6. Southeast Area Vocational School, Sioux Falls, South Dakota. Radio and Television Department.

7. Each student can write a short story about "Luke Looks at Workers" or "Lucy Looks at Workers." These can be shared with the class and placed in individual career folders.

Concept: Individuals work to satisfy personal, social and economic needs.

Behavioral Objectives:

Each child will list five needs other than food, shelter, clothing.

Each child will list five wants.

Given a list of five reasons for working, the child will name an occupation that will satisfy that need and tell how the occupation does it.

ACTIVITIES

MATERIALS AND REFERENCES

1. Teacher asks:

- a. What have you done for other people in your family in the past twenty-four hours?

- b. What have they done for you in the last twenty-four hours?
- c. What have other people in the community done for you and your family in the last twenty-four hours?

From the responses to these questions, the teacher can lead into the next activity.

2. Teacher begins discussion by asking:
 - a. What is a need?
 - b. Name some of your needs.
Write the responses on the blackboard or on the overhead projector.
 - c. From this list, which needs are shared by others?
 - d. How do you satisfy your needs?
 - e. Using the list on the board make two groups: (1) those satisfied by work and money-- food, clothing, water, etc.; (2) those satisfied by people --affection, acceptance, etc.

Some children may like to research the food, shelter, and clothing of other places and times.

Encyclopedias and library books

To reinforce the understanding of needs, each child can be given a picture from a magazine and asked to write a caption describing the need illustrated in the picture.

Mounted pictures from magazine

3. To introduce the distinction between wants and needs, provide each child with a copy of the chart.

The teacher may limit the number of items in each box and then have the children number the order of preference. This would make possible a tally of first choice items.

3. Adapted from: Viereck, Phillip and Bertha Davis, Interdependence of People and Places. Web of the World. New York: Macmillan Company, 1971, p.5, Teacher's Edition.

NEEDS	ITEMS THAT SATISFY OUR NEEDS	ITEMS THAT WE LIKE TO HAVE BUT GO BEYOND OUR NEEDS
FOOD		
CLOTHING		
SHELTER		

After discussion of the student's chart entries, ask what conclusions can be drawn from these. Guide answers to the awareness that:

- a. Many things we consider needs are really wants.
- b. We want more than we need.

To further the understanding of these conclusions, this table can be discussed. Be sure that pupils understand the literal meaning of the figures. This can be determined by asking the children to put one or two of the numbers shown on the table into a sentence that shows understanding of their meaning. For example, "In 1960, six out of every 100 American families owned a dishwasher." With able students you may prefer to have them use the word "percent" instead of.. "Out of every 100" in reading the table.

Viereck, Phillip and Bertha Davis.
Interdependence of People and Places.
Web of the World New York: Macmillan
Company, 1971, p. 5.

GOODS OWNED BY AMERICAN FAMILIES IN TWO DIFFERENT YEARS

Out of every 100 American families, the number
of families that owned each of these goods was:

GOODS	1960	1970	GOODS	1960	1970
Dishwasher	6	24	2 or more cars	16	29
Air Conditioner	13	37	Clothes Dryer	18	40
Television	90	95	Freezer	22	30
2 or more TV sets	17	29	Washing Machine	81	92
Color TV set	7	38	Refrigerator	98	99

Compare the tally of "Most wanted although not needed" items with the situation shown on the table. If the students did not give a high place to "refrigerator" on their lists, ask why. They probably take this item for granted.

These questions about the table could be discussed:

1. How many more families (out of 100) owned a dishwasher in 1970 than in 1960?
2. For which article was the increase between 1960 and 1970 least? Why was the increase so little?
3. In 1970, how many families out of every 100 owned a TV but did not own a color TV? How did you get your answer?

4. Note that the earlier year for color TV is 1965. If the earlier year were 1960, would the number of families be smaller or larger?
5. If we had separate tables for South Dakota, Oregon, and Texas, which one would show the most families out of every 100 owning an air conditioner? Why do you think so?
6. Which two of these statements are supported by the information in the table?
 - a. More families want color TV than want two TV sets.
 - b. Very few families have more than two cars.
 - c. Freezers are more likely to be found in farm homes than in city homes.
 - d. Most families consider a washing machine more necessary than a dryer.
 - e. Electric dryers are more popular than gas dryers.
7. State the main point of the table by completing this sentence:

Between 1960 and 1970, the number of families out of every 100 in the United States owning each of the articles listed_____.

The teacher may conclude this activity with a discussion of: "Do wants ever become needs?" This can be related to the effect the horse and the white man had on the culture of the Sioux Indians of South Dakota.

-
- | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> 4. To begin discussion of "What makes us want things?" study the four advertisements.
Ask: How does the advertiser try to make you want to buy this product? | <ol style="list-style-type: none"> 4. Four colorful advertisements mounted on cardboard.

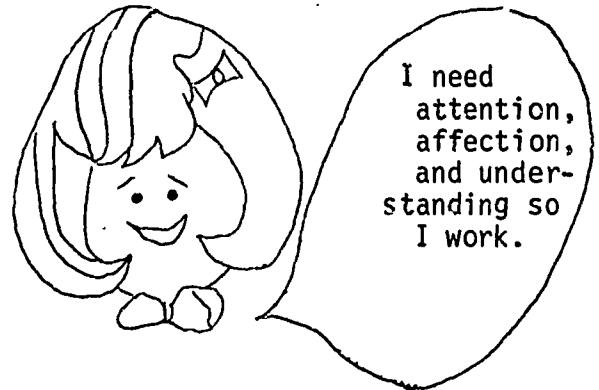
Added information: Viereck, Phillip and Bertha Davis. <u>Interdependence of People and Places. Web of the World</u>. New York: Macmillan Company, 1971, p. 6-7. |
| <ol style="list-style-type: none"> 5. The children can watch a TV program focusing attention on advertising. This form can be used to collect data. | <ol style="list-style-type: none"> 5. Name of the program _____
Name(s) of the product or service advertised _____
At whom was the advertising directed _____
What were the reasons for buying what they are suggesting _____
Would you buy this product _____ |
| <ol style="list-style-type: none"> 6. Invite an advertising agent or writer to speak to the class. Urge him to do a simple one for the class so they get a better idea of his job, the duties, and the materials. | <ol style="list-style-type: none"> 6. Resource person. |

7. Students may write ads for products or services. Afterwards the class can discuss the technique used by each.

8. Brainstorm: Why do people work? If the class has difficulty, the transparency may put more light on the subject.

7. This may coordinate into the art program.

8. Transparency:



9. The students can do a survey on why people work. Each child could be responsible for having it completed by six people. From this experience, the students will learn to collect, compile, tally, and find percentages.

9. Possible survey: (Note: It would be better for the students to make their own survey questions.)

Name _____

Occupation _____

Why do you work? (check)

_____ acceptance

_____ affection

_____ get what you want

_____ get what you need

_____ money

_____ attention

_____ accomplishment

_____ pass time

Do you have any other reasons for working? _____

Name them _____

Which do you think are the most important reasons for working?

10. As a concluding activity, the teacher may have the students find pictures in magazines of people working. The pictures can be arranged in a pictograph with the captions including the occupation and the need for work exemplified.

10. Old magazines

Concepts: Observation of workers improves knowledge of careers.
Cooperation is necessary between workers.

Behavioral Objectives:

Given a picture and a series of statements of description value, and inference, the child will label each statement as D for description, V for value, and I for inference.
The child will list five examples of cooperation in his home.
The child will list five examples of cooperation in school.
Given a situation involving workers of the same occupation, the child will list three examples of cooperation.

ACTIVITIES	MATERIALS AND REFERENCES
1. The teacher can help the student discover the technique of observation with these lessons: "What is a Behavior Speciman?" "Three Ways to Use Observation." The activities of the Project Book will enforce the technique.	1. a) <u>Social Science Resource Book</u> , SRA, p. 709 and 11-13. b) <u>Learning to Use Social Science</u> . Project Book I. SRA, p.4-6.
2. The teacher may appoint pairs of students to demonstrate interaction by role-playing such activities as a phone conversation, imaginary game of ping-pong, a game of cards, or catch. Instruct the class to observe role play and describe only what he saw. The teacher may want to use this filmstrip if the students need extra help.	Filmstrip: "Observing", Fundamentals of Thinking Series. Eye Gate House, Inc.
3. Filmstrips may be used for the purpose of observing behavior of the workers. As the class views the filmstrip, they can make independent lists of what they	3. <u>Suggested Filmstrips:</u> Children of Many Lands Series: Mexican Children 100700 Families Around the World Series: Family of Brazil 100706

have observed. Then in large group discussion, write the observations on the overhead projector. Point out any inference and value statements.

Mountain Farmers of Columbia 100810
 Chile: The People and Their Work 100827
 Wheat Farmer 100855
 Corn Belt Farmer 100874
 Heartland of Nation 100976

Film: Protect, Preserve, Prevent
 Available at the Sioux Falls
 Fire Department.

Other filmstrips and films may be preferred because they would relate to the Social Studies program.

4. In order to develop an understanding of the cooperation that is necessary between workers, the teacher may use these filmstrips in small groups, asking these questions:
 - a. Can you see cooperation?
 - b. What evidence of cooperation?
 - c. Why could it be important to be a good observer in order to find cooperation or a lack of cooperation?

4. Family in Mexico 100710
 Pan American Highway 100812
 The Cattleman 100963
 Region of Risk 100966

Films:
 Newspaper Story (000257)
 Pioneers of Progress (000174)

5. At this point, the teacher may want to work with the role of communication in cooperation. Related to the language arts program, the teacher can lead the children to observe and learn basic communication skills.

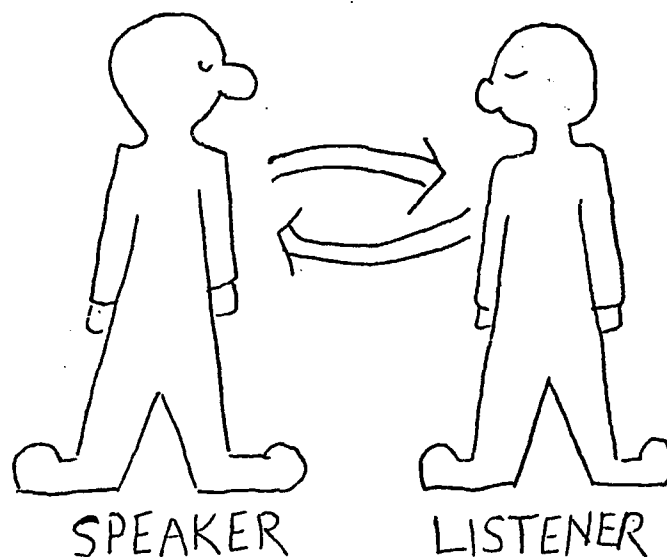
5. Transparency:

Introduce the word by writing it on the blackboard:

COMMUNICATION

Ask:

- a. What words does this word remind you of? (Lead them to say community, unity, union)
- b. What does communication mean? (guide responses until the children say that it is the union of words by two people.)



Using the transparency, label the men and define the words.
Speaker -- supplies input
Input -- what the speaker says
Listener -- receives input and provides feedback
Feedback -- response made to input.

To demonstrate this, have the students divide in pairs. Designate each child in the pair as one and two. Show them this elementary conversation and have them say it with the ones as the first speaker. Then reverse the speakers.

Other conversations may be used:
"What did you do last weekend?"
"Did you watch _____ on TV?"

To show the opposite of communication, the teacher may try this:

All the children tell the others what they had done the previous weekend. Every one should speak at the same time.

After a reasonable length of time, or what the teacher can stand, ask:

- How did they feel as they were doing this?
- What gestures were made?
- What happened to the noise level?
- Why did these things happen?

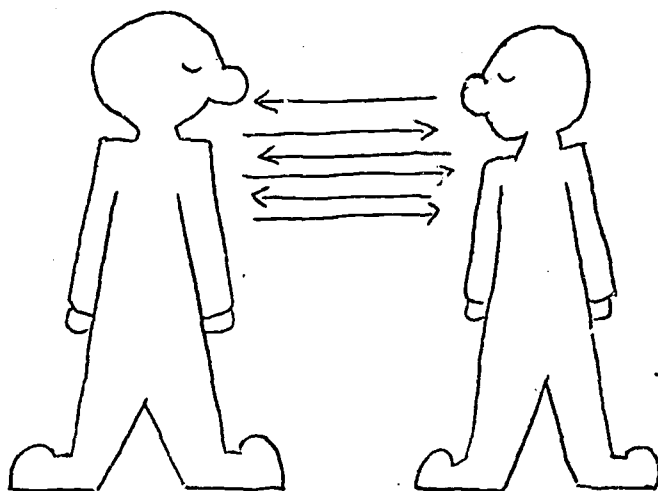
This transparency may be used to show that this exercise was one of verbalizing.

- At this point, the children may observe occupations in communications with field trips to radio stations, TV studio, or a telephone company.

Conversation:

"Good morning, _____. How are you?"

"I'm _____. And how are you?"



- Field trips that relate to communications and also the study of South Dakota.

The field trip requires careful preparation of the student and the place of business. See field trip guide for suggestions.

Sometimes it is not necessary for the whole class to visit the same places. Small groups equipped with tape recorders and data sheets can visit several places and report to the others afterwards. The children may also want to take pictures of the site.

Data sheet for a field trip:

Name of observer _____.
 Place of business _____.
 Date _____.
 Specific occupation observed _____.
 Duties _____.
 Working conditions _____.
 Equipment or tools _____.
 Length of time on the job _____.
 Training _____.
 Advantages of the job _____.
 Disadvantages of the job _____.
 How does he cooperate with others? _____.
 What did you like best about the job? _____.
 What didn't you like about the job? _____.
 Would you like a job like this? Why or why not? _____.
 What other jobs are related to this job? _____.
 Interesting things not mentioned _____.

7. The teacher may want at this time to plan field trips or have speakers come to the school to talk about cooperation and communication in occupations.

8. After the group has returned from a field trip and has reported to the class, each group could make a bulletin board displaying their data sheets, pictures, artwork, etc.

7. Possible field trips that relate to South Dakota are:
 Zip Feed Mills
 John Morrell & Co.
 Bank
 Restaurant
 Vocational School (one area)
 Trucking Company
 Trucking Stop

8. To clarify or supplement what they have observed, the students may use:
 a. Widening Occupational Roles Kit. SRA.
 b. Occupational Outlook Handbook. United States Department of Labor, Bureau

Later the data sheets may be added to the (school) Occupational Information Guide.

of Labor Statistics, Washington, D.C.
c. Occupational Information Handbook. South Dakota Vocational-Technical Education, Pierre, South Dakota

Concepts: Job families include occupations that are related. There is an interdependency of occupations within our society.

Behaviorial Objectives:

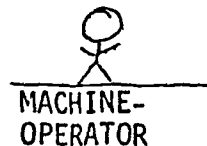
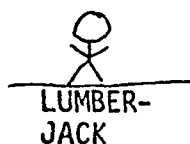
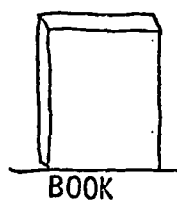
Given a particular job family, the child will list five occupations that belong to that family,
Given a product, the child will list five occupations involved in the production of the product.
Given a list of fifteen occupations, the child will categorize them according to the occupations producing goods and those producing services.
Given a list of fifteen occupations the child will group them in three job families.

ACTIVITIES

MATERIALS AND REFERENCES

- | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. The teacher may review the concept: "There are many occupations in our country," by listing all the jobs they know in a set time. After this is done, ask: Have you listed all the jobs?</p> <p>2. The teacher can develop job families by using the transparency, discussing all the occupations involved in the making of a book.</p> <p>3. To help the students discover the many ways jobs are related the teacher may use this filmstrip and the activities of the Student Record book.</p> | <p>2. Transparency on the next page.</p> <p>3. Filmstrip: What are Job Families <u>Widening Occupational Roles Kit.</u> SRA.
<u>Student Record Book. Widening Occupational Roles Kit.</u> SRA.</p> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Career Development. World of Work Project. State Board for Vocational Education. Bismark, North Dakota, 1971, p. J-7.



4. Using resource people and books small groups can explore different job families. These areas could be coordinated with the study of South Dakota.
- Agriculture Occupations
 - Driving Occupations
 - Public Service Occupations
 - Recreation Occupations
 - Manufacturing Occupations
 - Medical Occupations
 - Construction Occupations
 - Personal Service Occupations
- To report their findings to the class, each group may choose a bulletin board, oral report, chart, etc.

5. At this point, the teacher may want to distinguish jobs that produce goods from those that provide services. She can begin this by reviewing what had been done with advertising, saying that they had considered goods then. Using the transparency, ask:

- What are these advertisers trying to sell? (not milk, but the services of milk delivery).
- What do we call what these people are selling?
- Name some services in our community.

To cinch the understanding of goods and services, provide each student with a dittoed copy of this list and have them write good or service after each item.

4. Occupational Informational Hand Book.
Widening Occupational Books Kits.
Occupational Outlook Handbook

5. Transparency on the next page.

Teacher references:

- Hanna, Kohn, and Ver Steeg. Inter-American Studies. Investigating Man's World. Glenview, Illinois: Scott, Foresman, 1970, p. 46 and 282.
- Viereck, Phillip, and Bertha Davis. Web of the World-Interdependence of People and Places. New York: The Macmillan Company, 1971, p. 6-7.

Adapted from Web of the World-Interdependence of People and Places. p. 10, teacher's edition

a hamburger and french fries
a doctor's examination
a lesson in science
a comedy on television
a chess set
a jackknife
a ride on an elevator
a pen and pencil set
a story told by a librarian
a jet flight from Denver to Seattle

TIRED OF MAKING
SPECIAL TRIPS FOR
MILK? STOP!

LET DAISY DO IT

daisy
dairy
service



- a foreign car
- a guitar
- a hearing test
- a piano concert
- a mail delivery
- a truckload of logs
- a can of dog food
- having your windshield wiped
- 10 pounds of sugar
- a gallon of gasoline

6. To prepare for the study of the graph, ask: Which do you think gives more people? (Pupils will probably say goods.) Suggest they look at the graph.
- Explain that "labor force" is the number of workers.
 - Emphasize that this is a breakdown of non-farm workers.
 - Review the significance of "out of every hundred."

Teacher asks:

- a. Which of the seven groups produce goods? (1,2,3)
- b. Which provide service?
- c. Can you think of why transportation employs fewer people than before?
- d. Can you think of why there are fewer people in mining than before?

7. Field trips to various places could be arranged. The purposes may include the observation of different occupations within one job family. See guide for field trips.

6. Graph next page.

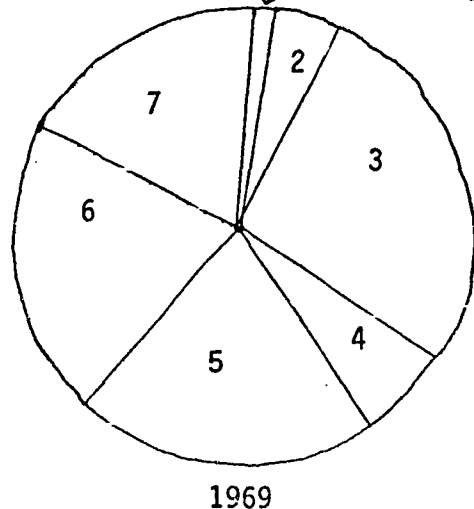
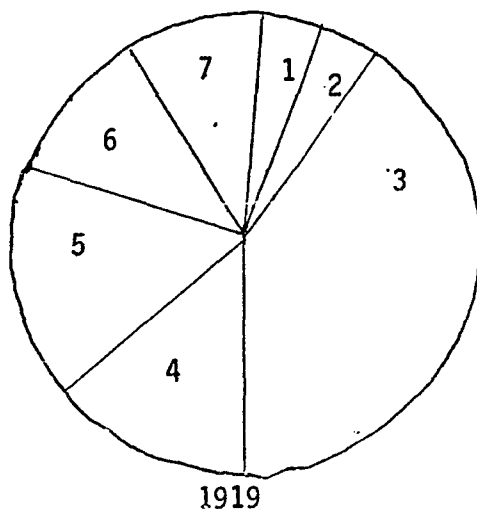
An interesting supplementary film about the everyday operation of business, government, and local telephone service is available from Northwestern Bell Telephone Company: Without Fail

7. Field trips:
- a. agriculture: Bones Hereford Ranch
 - b. Driving: bus depot
 - c. Public service: telephone company
 - d. Recreation: bowling alley
 - e. Manufacturing
 - f. Medical: hospital
 - g. Construction operation
 - h. Personal Service: barber and beauty shop

Viereck, Phillip and Bertha Davis. Interdependence of People and Places. Web of the World. New York: The MacMillan Company, 1971, p. 10.

HOW THE LABOR FORCE WAS DISTRIBUTED IN TWO DIFFERENT YEARS

	Number of workers out of every 100 non-farm workers	
	1919	1969
1. Mining	4	1
2. Construction	4	4
3. Manufacturing	39	29
4. Transportation, telephone service	14	6
5. Trade	17	21
6. Other Services	12	21
7. Government	10	18



8. When discussing the interdependency of occupations; a discussion of the responsibility of workers may have merit. Using the exercise from the North Dakota Career Development Guide, may bring home the idea to the students.

9. To show the interdependency of occupations, the teacher may develop a bulletin board or transparency which illustrates the life cycle of a hamburger.

After the boys and girls have studied this life cycle, they might enjoy making their own with the products of South Dakota.

10. The class may be divided in committees to make salt maps of South Dakota. The job family occupations can be printed on flags glued on toothpicks and placed in strategic positions on the map. Occupations within one job family may have one color and different families have different colored flags.

8. Career Development, World of Work Project. State Board of Vocational Education, Bismark, North Dakota, 1971, p. I-5a.

- a. How many days have you been absent this year? _____
- b. What were the reasons for your absence? _____
- c. If you earned \$1.60 an hour and were absent for an 8-hour day, how much would you:
 - 1. lose in a day? _____
 - 2. have you lost this semester? _____
- d. If you were an employer, how would you feel about people who were absent from work often? _____
- e. How could you attendance be improved? _____

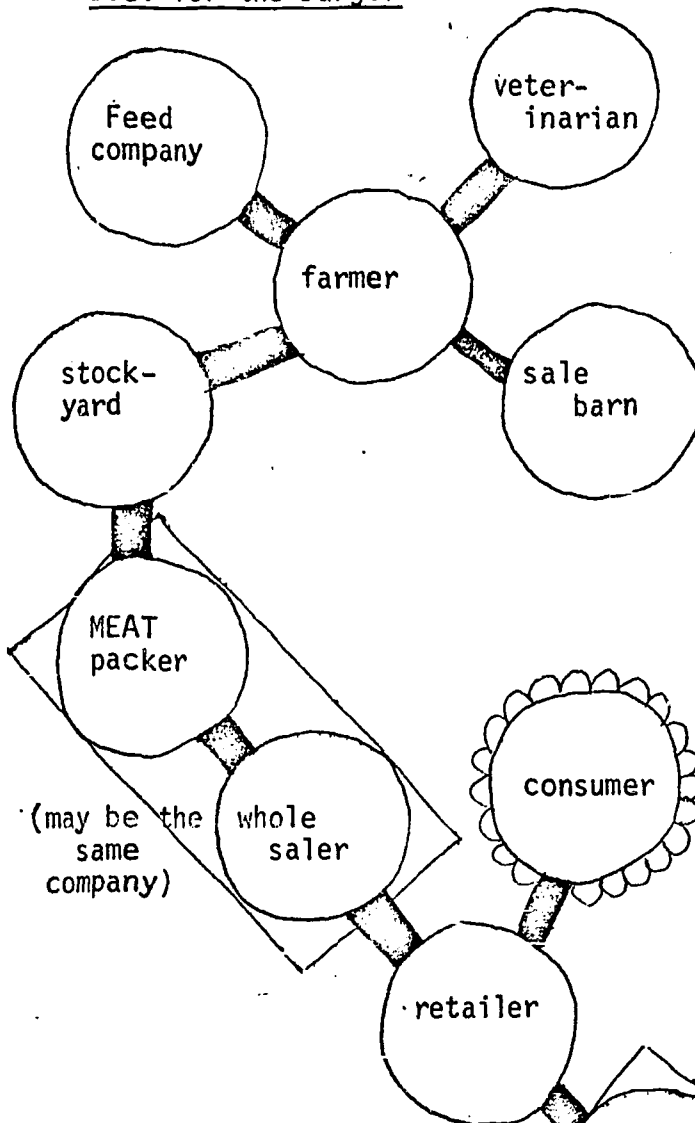
Signature _____

9. Diagram of the life cycle of the hamburger is on the next page.

10. Salt Map Recipe

$\frac{1}{2}$ cup salt
2 cups flour
 $\frac{3}{4}$ to 1 cup water (may be a little more)
food coloring
(Note: One way to check the consistency - poke elbow in the mixture, if a mountain forms as the elbow is raised, it's okay.)

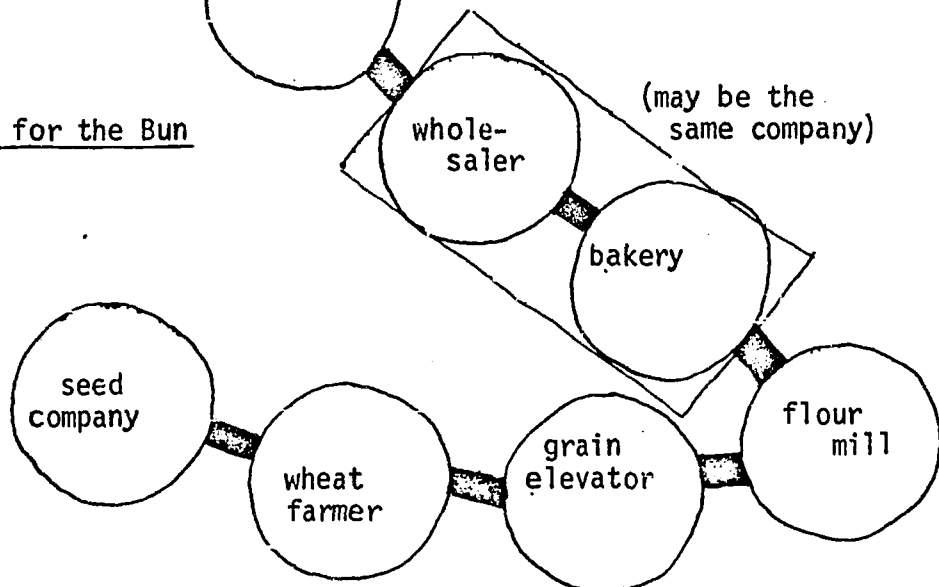
Beef for the Burger



L I F E
o f
C Y C L E

H A M B U R G E R

Bread for the Bun



Culminating suggestions:

Example A: Write G before the occupations that produce goods and S before those that provide services.

_____ plumber
_____ dyemaker
_____ auto-mechanic
_____ wheat farmer
_____ dentist
_____ meat packer
_____ bricklayer
_____ factory worker
_____ pilot
_____ truck driver
_____ gold miner
_____ TV announcer
_____ barber
_____ roofer
_____ mailman
_____ belt maker

Example B: Group the occupations into three job families.

fireman
appliance repairman
diesel mechanic
county agent
policeman
farmer
auto body painter
rancher
veterinarian
garbage man
street cleaner
jewelry repairman
agricultural journalist
office machine serviceman
conservationist

Concept: There are many important factors to consider in making a career choice - supply and demand, geographic location, and technological and sociological changes.

Behaviorial Objectives:

Given a specific economic situation, the child will write how the supply and demand affect the cost of a good or service as well as the job itself.
Given a list of occupations, the child will categorize them according to geographic location.
The child will list five jobs that have been affected by technological and sociological change.

ACTIVITIES

MATERIALS AND REFERENCES

1. Define terms: supply and demand, geographic location, technological, and sociological change.
2. To introduce supply and demand the teacher will have four students present two skits with-

1. Investigating Man's World - Inter-American Studies. Scott, Foresman, 1970.
2. The skit is on the next page.

out any further explanation to the class.

After the skits: ask:

- a. Why did I ask _____ to do these skits?
- b. Did things happen that make sense to you?
- c. Can you think of any similar situations in which prices have changes?

Viereck, Phillip, and Bertha Davis. Interdependence of People and Places-Web of the World. New York: The Macmillan Company, 1971, p. 94-95. Teacher's Edition.

First Skit

Vegetable Salesman comes to the store with two large cases of fresh melons.

Store Manager: What are you bringing me these for? I haven't gotten rid of the ones you brought in the other day.

Salesman: Look, these are really ripe and juicy. If we leave them on the vines, they won't keep, they'll get soft. Right now they are perfect.

Store Manager: I can't help it. If I buy them from you, they'll rot on my shelves. I can't sell them any faster.

Salesman: I'll sell them to you at 1/3 off. Then you can afford to lower your price and sell these and the ones you've got. If you advertise melons at a special saving this week, you'll bring customers and clear your shelves.

Store Manager: O.K. O.K. But 1/3 off is still too much to have to pay. If I'm really going to lower the price enough to sell all of these, I'll have to cut down another 12 cents a pound. And that means you will have to do the same.

Salesman: You're a robber, but what can I do? You should see those acres and acres of beautiful ripe melons.

Store Manager: Here's your receipt.

Salesman: Thanks, I knew we could do business. Now I'll just drop by tomorrow and see if you need any more.

Store Manager: Tomorrow! I haven't even opened these crates yet.

Salesman: Well, I'll drop in just to see if you make a big sale with these beauties I brought in just today selling at a low price. Think of those big, juicy melons that are waiting to be picked.

Second Skit

Leather Craftsman: I bought some really high-grade leather here about a year ago. You told me at the time that you had a shipment of hides coming from West Germany.

Owner of the Store Selling Leather: Yes, I had nearly one hundred hides then, but I can't get them any more. Their leather is so good that everyone wants to buy it, and I haven't been able to get my hands on one of those hides for several months.

Craftsman: Do you have any of it left? I would be glad to get some of that leather even if it was only eight or ten hides. I came all the way into the city hoping to pick up enough to last me for several months.

Owner: Oh, I couldn't sell you eight hides. I have only four left, and I need one for some work I am doing myself.

Craftsman: Then let me have the other three. Name your price and I'll pay it.

Owner: I can't sell you every bit that I have besides the one I need. I've got regular once-a-week customers that I have to save some for.

Craftsman: Look, cut one in half and charge double for your regular customers. I need that leather for leather straps and belts. My business is at stake. People depend on me for good leather, not the regular cheap kind that gets hard and cracks. I drove two hundred miles to the city just to pick up a load of that really good stuff from West Germany. I can't go back to there without at least two hides. Besides, you'll probably get some in in a week or two that you can sell to your regular customers.

Owner: Well, if you really need the leather that bad, I suppose I should sell you some. I may get some more in soon. Now I hate to charge you a really high price, but if you don't think it is worth it, just say so.

Craftsman: I know you're going to charge toomuch, but what can I do? You've got the leather, and I need. Just try to make the price reasonable, will you? After all, I could become one of your best customers.

(Note: The teacher may want additional information about supply and demand. She may refer to pages 284 and 285 of Investigating Man's World. Inter-American Studies. Scott, Foresman, 1970)

3. Cartoons may be used as an instructional device for discussion.

3. Viereck, Phillip, and Bertha Davis. Web of the World - Interdependence of People and Places. The Macmillan Company, 1971. p. 10.

4. Filmstrip and discussion:
"How jobs are affected by supply and demand."

4. Economics in Home, School, and community-Series 4 (100356)

5. To consider the geographic location in relation to occupations, use a blank map of South Dakota, United States or Mexico. With product and physical maps as references, make an occupation map.
6. Invite a person who has lived in another area to speak to the class about the jobs there.
7. Films may be used to show occupations in other parts of the country and the world to broaden their scope of occupations.
8. The students may write a short report on this topic: these can be shared with the class and placed in their career folders.
9. To show the effect of change on occupations, a mural, a timeline, or a pictograph on transportation and communication could be made. The class may be divided into two groups and committees set up within the groups. After the project is completed, the jobs created and eliminated can be labeled by each change.
10. To further the understanding of change, the teacher may present the following cause and effect relationships and ask the stu-
5. Outline maps
Product and physical maps of South Dakota, United States or Mexico.
6. Resource person
7. Life in a Fishing Village (000063)
Life in Lowlands (000064)
Story of Sugar (000105)
Story of Rice (000104)
Wheat Farmer (000110)

Agricultural Revolution in Mexico (100550)
Industrial Revolution in Mexico (100553)
Columbia: People and Occupations (100785)
The Great Plains (100835)
Cities of our Country (100874)
8. If I lived _____, I would like to be _____ because _____.
10. Laws, Lee. Elementary Guide for Career Development. Austin, Texas, 1070, p. 209.

dents to make suggestions for the missing parts.

Effect: John Green has been an elevator operator twenty years. He takes pride in his work. His elevator is always spotless and he tries not to stop the elevator suddenly so the people he takes up and down will not be jarred. One day, John Green didn't have a job anymore.

What would be the cause for this?

Cause: A scientist discovers a way to harness and use the tremendous electrical power generated in a bolt of lightning. To do this, he had to develop a different kind of machine which has thousands of separate parts which have to be carefully assembled.
What is likely to be the effect on occupations?

Cause: A scientist discovers a new chemical that will preserve food without having to can or freeze it. By spraying the food with the chemical it is indefinitely preserved and is not harmful to people. What might be the effect?

Effect: Susie Brown became interested in computers when she was in school. Since her interest and abilities were in this area, she decided to go to a technical school to become a computer operator. When she finished her training, she found that instead of only a few jobs available, there were many companies who wanted her to go to work for them. What was the cause?

11. The students may read books about scientists and inventors who have had an impact on daily living. Brief oral reports may be given with emphasis on the scientist's contribution and the jobs affected by it.
 12. The students may interview people for the purposes stated in the interview form. These forms could be added to the (School) Occupational Information Guide.
 13. The teacher may focus on jobs of the future stressing the fact that more people will have jobs providing services than jobs producing goods.
 14. A unit in ecology in science class would be an excellent example of current sociological and technological change.
 15. Field trips in small groups with a battery powered tape recorder so informative and accurate reports can be given to the rest of the class.
11. These reports could be pasted on a bulletin board entitled: "Who's Who"
 12. Name of investigator _____
Name of person interviewed _____
Occupation _____
Duties _____
Does supply and demand affect your job? How? _____
Have there been technological changes that affected your job? _____
name them _____
Does the geographical location determine your work? _____
 13. "Jobs of the 80's", Scholastic Newstime. Vol. 39, No. 9, Nov. 15, 1971.
 14. Needham, Dorothy, "Pollution-- A teaching and Action Program." Grade Teacher. Oct. 1970, p. 24.
 15. City Sewage Disposal Plant
City Water Works
Sanitation Service

CAREER AWARENESS -- EVALUATION

1. The teacher may use a matching exercise as a pre- and post tool to evaluate any change in knowledge of these occupations and the duties related to them. (See the following page for an example)

_____ agronomist
 _____ traffic manager
 _____ recreation director
 _____ anthropologist
 _____ teller
 _____ cosmetologist
 _____ dietician
 _____ sacker
 _____ chef
 _____ forester
 _____ auctioneer
 _____ meat inspector

- a. sells good at an auction.
- b. is a cook who manages a kitchen.
- c. studies filed crops and pest control.
- d. gives beauty treatments.
- e. studies man and his culture.
- f. sacks feed in a feed mill
- g. schedules programs for radio.
- h. supervises the cutting and planting of trees.
- i. handles money as it comes in the bank
- j. plans meals for people to recover good health.
- k. inspects meat at the packing plant
- l. plans activities for camp programs

2. The teacher may give the students a series of open-ended sentences and ask them to complete the sentences with their own opinions. From their responses the teacher can subjectively evaluate attitudes toward work and self.

- a. I am like others in my class in that I _____
- b. I am different than the others in my class in that I _____
- c. I like to work because _____
- d. I would choose an occupation on the basis of _____
- e. One job that interests me is _____ because _____
- f. Work is _____
- g. When I was younger, I thought I would like to be a _____
- h. _____ is important to me.
- i. I don't think I would ever want to be _____
- j. (At the end of the year) I liked it when we _____, because _____

3. The teacher may use a matching exercise to check the student's understanding of the terms related to the world of work.

____cooperation

____economics

____supply

____goods

____job family

____observing

____moonlighting

____leisure time

____ability

____demand

____occupation

____service

a. to study carefully by watching

b. principle business of one's life

c. study of the production of goods and services to meet the needs and wants of others/

d. have talent to do something

e. working together with others

f. amount of goods or services people want.

g. materials produced to meet people's needs and wants.

h. a job done after one's regular job

i. amount of goods or service for sale.

j. time not spent sleeping or working

k. jobs that are related

l. work done by people to care for wants and needs of others.

4. The teacher may give each student a list of careers. The students may be told to group the occupations into three job families and label the groups indicating how they are related. By evaluating the students work the teacher can determine knowledge of job families and understanding of work characteristics.

poultry farmer

soil conservationist

FBI agent

programmer

lawyer

rancher

broadcast technician

pest control inspector

comedians

director

firefighter

agronomist

teacher

cook

advertisement

salesman

free-lance actor

veterinarians

nurse

barber

policeman

cosmetologist

soil scientist

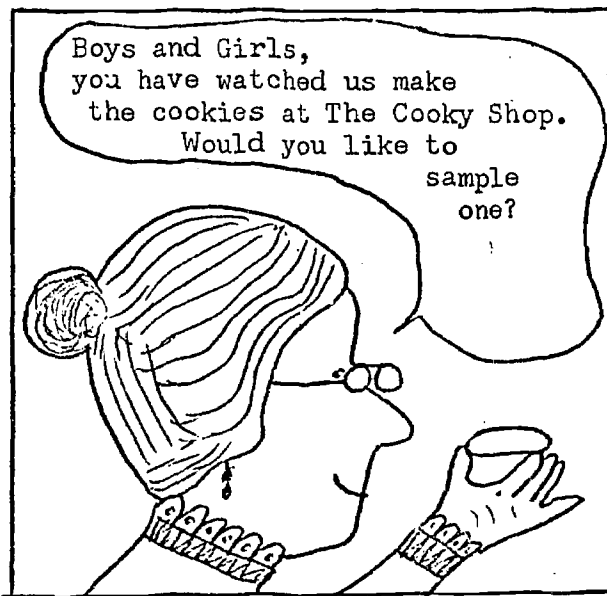
radio announcer

continuity director

5. The teacher can provide each child with a list of concepts studied during the year. The cartoons can be dittoed for each child. The students will find the concept that is illustrated by each cartoon and give the reason for that choice.



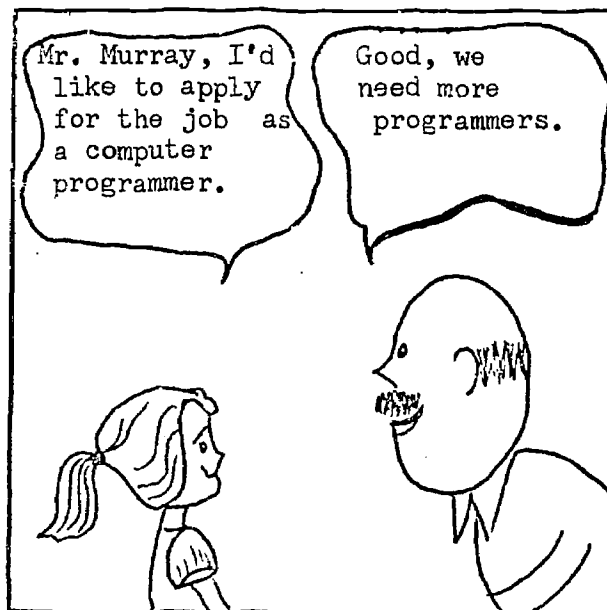
Concept _____
 Why? _____



Concept _____
 Why? _____



Concept _____
 Why? _____



Concept _____
 Why? _____



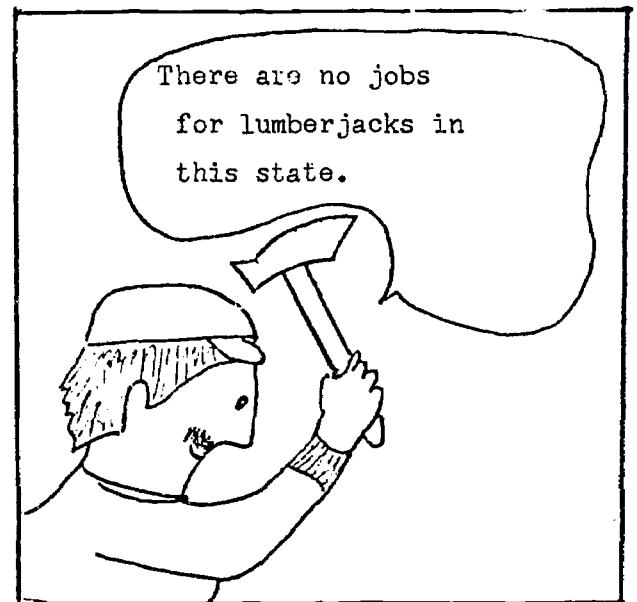
Concept _____
 Why? _____



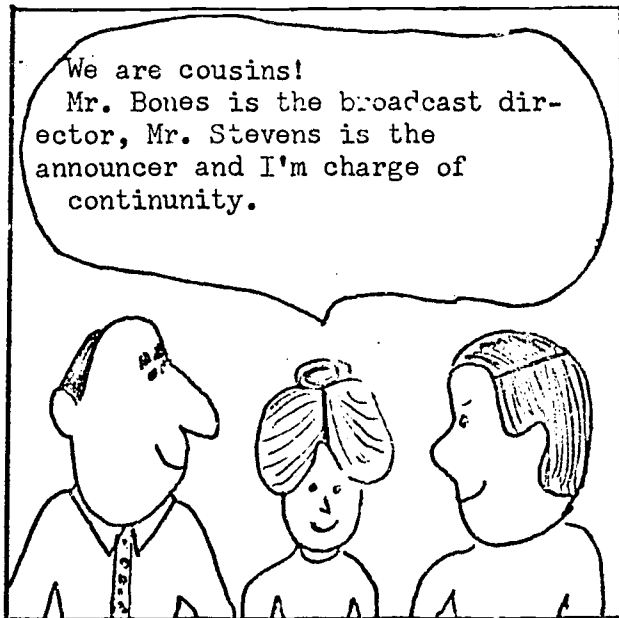
Concept _____
 Why? _____



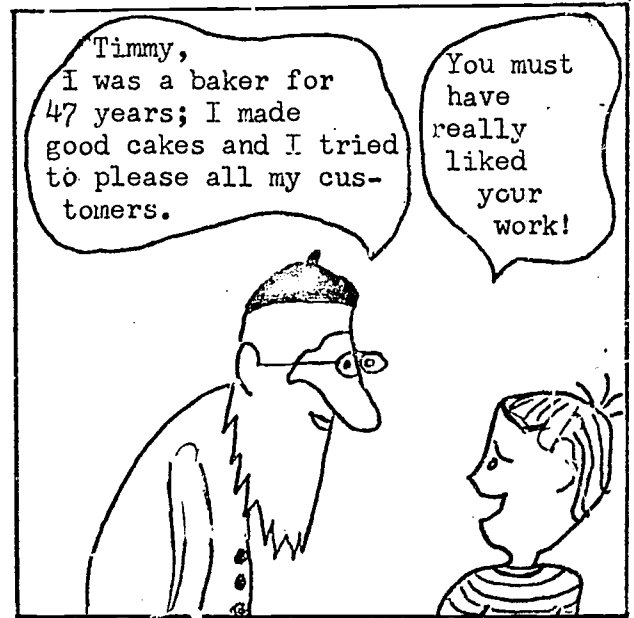
Concept _____
 Why? _____



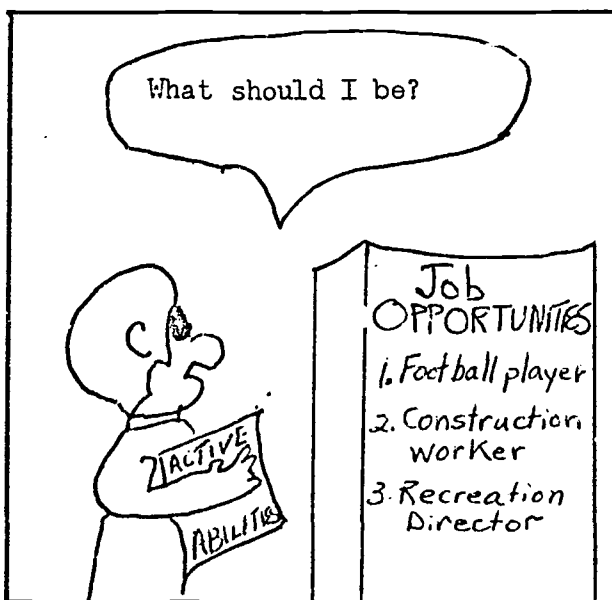
Concept _____
 Why? _____



Concept _____
Why? _____



Concept _____
Why? _____



Concept _____
Why? _____



Concept _____
Why? _____

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P U P P E T R Y

Everyone - young, old and middle aged - likes puppets. If you are willing to "go the extra mile," you will be rewarded with great student rapport for reporting field trips. (Indidently, you will be teaching language, arts and crafts, drama, sewing, and will create a very real experience in occupational understandings. Not only that, but think of what you will be doing for the self concept. This would be a wonderful exploratory experience with manual dexterity!)

Puppets mimic people or animals, but with one exception. That exception is EXAGGERATE!

What should be exagerated?

1. Facial Features (Enlarged or tiny facial features.)
2. Voice Inflections (Loud, soft, or husky or melodic voice).
3. Personality Traits (Either a "good guy" or a "bad one", never in-between).
4. Head and arm motions (Very large or very small).

When children are to act in a puppet play, a good "rule of thumb" for them to follow is:



ACT LIKE A PUPPET WOULD
ACT IF HE
SUDDENLY CAME TO LIFE

This handy chart for puppet making will help simplify your job. You can use it to decide many things, but first you must decide what you want your puppets to be and to look like.

PAPER PUPPETS

<u>Making Puppets</u>	<u>Using Puppets</u>	<u>Materials to Use</u>
1. Cut a picture that looks like the character you want to portray from a magazine or newspaper, OR		
2. Draw an original picture of a puppet you would like to use. Cut him out. Paste him on cardboard. Cut his figure out of the cardboard. Paste a stick of wood or a strip of heavy cardboard to his back. Give him a paper or felt costume.	Get behind stage and hold him up from behind, so that viewers can see him, but you cannot.	

PAPER BAG PUPPETS

<u>Making Puppets</u>	<u>Using Puppets</u>	<u>Materials to Use</u>
Stuff a crumpled newspaper into a paper bag and tie with a string. The round part is the head, the open part is the skirt. Cut a good wig from the newspaper. Curl the paper with scissors. Make a face. Hold the skirt with your fist inside the bag.		Paper bag Newspaper String Crayons Colored paper

HAND PUPPETS

Making Puppets	Using Puppets	Materials to Use
Make three holes in a straight line. Make head of heavy paper like newspaper, wrapping paper or kitchen toweling. Roll long strip around first finger and fasten with tape. Fasten the inside with tape, also. Now cover the rolled paper with crepe paper for skin color. Glue or put on features of colored paper. Fur and yarn make good hair. Paper can make hair, too. Tape the hair to the cloth.	Put first finger in the middle hole to hold puppet head. Thumb and middle finger in other holes for head.	A piece of cloth--handkerchief size. Rolled paper Tape Glue Fur or Yarn

A RUBBER PUPPET

Making Puppets	Using Puppets	Materials to Use
Cut Spongex scraps with scissors into the shapes you want. You can sew, cement, wire these to make jointed people.	They are so light, Use weights to keep on floor.	Sponge rubber bath sponges, or Robber rug mats Rubber cement

A WOOD PUPPET

Making Puppets	Using Puppets	Materials to Use
This can be made with joints and 4-5 strings. Design by drawing a picture first.		Wood scraps $\frac{1}{2}$ " cotton tape screw eyes coping saw; jig saw, needle and thread, carpet tacks paste; glue, scissors ruler; pliers

A CLOTH PUPPET

<u>Making Puppets</u>	<u>Using Puppets</u>	<u>Materials to Use</u>
Make them entirely of cloth if you like. Their heads are two round pieces of cloth sewed together and stuffed with cotton. The eyes, nose and mouth are pieces of cloth sewed on or embroidered with thread or yarn and sewed on.		Cloth

A STOCKING PUPPET

<u>Making Puppets</u>	<u>Using Puppets</u>	<u>Materials to Use</u>
Tie the wad of cotton to the top of the stick, and pull the sock over the ball at the point where the toe is. Paint face. Put hair on top half of head-eyes in middle, nose between mouth and eyes. Make a dress, add a hand made of stuffed cotton and a weight.	Hold the stick under the dress in your hand.	Sock String Two small weights Cotton in a wad 8" stick Paints Crayons Needle Thread

A CORN COB PUPPET

<u>Making Puppets</u>	<u>Using Puppets</u>	<u>Materials to Use</u>
Take of husks, put in water. Take kernels off cob. This makes puppet's body. Use husks for clothes. Put them on with string, rubberband, thread or a ribbon. Use kernels or raisins for making the face, or both. Use pins to stick them in cob. Corn silk will make great hair.	Move by holding cob under the dress.	Dry corn cob Rubber bank Thread; ribbon Raisins corn kernels

You may want to make cloth bodies with a variety of heads.
Here are the recipes for several:

SAWDUST HEAD

Recipe for
3 heads

2 cups of sawdust, 1 cup plaster of Paris
 $\frac{1}{2}$ cup wallpaper paste
2 cups water

Model heads. Use shiny buttons or marbles for these. Add wire earring, paper hats, yarn or paper hair, while mixture is soft.

PLASTIC WOOD HEAD

Use plastic wood in a can. Model it into the character you want.

PAPIER-MACHE HEAD

Crumple 4 double sheets of newspaper. Pour hot water over it. Let it soak over night. Knead Rub on washboard, to knead. Add boiled flour paste. Mix well. Squeeze off water before adding paste.

Boiled flour paste can be made with $\frac{1}{2}$ cup flour. Stir in 1 cup of water, slowly, bring to boil over low heat; stir until thick and shiny.

WALLPAPER CLEANER HEAD

Use a handful and model it into your favorite character. Insert a cardboard tybe to fit your finger. This makes a hand-puppet head. Let it dry two or three days. Then paint.

SIZE OF PUPPETS

Make your puppets big enough with body $4\frac{1}{2}$ ", legs, the upper part, about $2\frac{1}{2}$ " and the lower part, 2". The same with the arms. The head could be about $3\frac{1}{2}$ ".

ANIMALS SHOULD BE GREATER THAN LIFE-SIZE TO BE EFFECTIVE.

STRINGING YOUR PUPPETS

A stick to control the puppet can be made about 8" long with five screw-eyes. Three lengths of heavy, dark cord or fish line or light wire about two yards long will do the job.

Place a screw eye at the back of each hand and one at the waist under the clothing.

Thread each string through the screw eyes. Keep it long enough to allow the arms to hang naturally. The head should be attached by string, also. (See diagram.) You can then thread one string through the screw eye at the puppet's back.

PUPPET HAIR

Hair can be made from many different things, including rags, socks, raffia, and wood shavings. Use your ingenuity.

THEATER IDEAS

One of the easiest ways to make a puppet theater is to use an old television set with all the circuitry removed. Put in a plywood floor for the front. Saw the top.

Another method is a door theater. Pin a piece of cloth across an open door high enough to cover the workers. Put a folded card table across the top of the chair for the back of the stage. Hang a cloth on the door frame on the audience side to cover the door. Kneel on a chair and work the puppets.

Place two chairs about three feet apart. Face them toward each other. Place a board across the top of the chairs or across the rungs in the back of the chairs, whichever height is best. Cover the front of the stage with a towel or cloth. Get down on your knees behind it... the seats of the chairs could hold your script. A cardboard box would be good background to hold scenery. Cut off any flaps at the top of the box. Face the opening toward the audience. Place the front end of what is now the bottom of the box on the board you are using for the base of your stage. The back end should stretch over the back of the board. Cut the part of the bottom of the box that lies behind the board so you can put your puppets up through the stage floor. It would be best to leave a small strip of the bottom of the box at the back of the hole. Put some scenery on this space. Paint it as you desire. You can make a simple curtain, also, of cloth or crepe paper. Run a wire into a hem that you have made and fasten it across the top of the box. You now have a curtain to pull back and forth with your hand.

Puppetry Unit Taken From:

CAREER EXPLORATIONS

Compiled by Helen K. Dickson, Elementary Curriculum Specialist

August, 1971

Career Development Project

Watertown Independent School District Number 1

435 Tenth Avenue, N.W.

Watertown, South Dakota 57201

Funded under Part D of the Vocational Education Amendments of 1968

(Public Law 90-576, Section 141)

Project Number 0316-0159

GUIDELINE FOR FIELD TRIPS
FOR CAREER AWARENESS AND DEVELOPMENT

I. Teacher Preparation

- A. Permission and assistance from your principal
- B. Plans for transportation
- C. Contact Business firm
 - 1. Make prior arrangements for their convenience
 - 2. Provide information to the business firm
 - a. Number and age of students
 - b. Information for host
 - (1) Outline of information previously covered
 - (2) List of items that you would like the students to learn
 - (3) List of possible student questions
 - 3. Secure any information or materials from the business for students to review prior to trip

II. Teacher-Pupil Planning

- A. Develop awareness of different jobs to be observed
 - 1. Discuss qualifications, duties, working conditions
 - 2. Awareness of interdependence of workers
- B. Have students help decide on a plan for recording information to be gathered and learned
 - 1. Establish a list of questions to be asked during tour
 - 2. Divide the pupils into groups according to information to be gathered

3. Have students assigned to thank the hosts

C. Student Behavior

1. Safety practices
2. Appropriate clothing
3. Courtesy
4. Tour behavior
 - a. Class and teacher should set reasonable behavior standards
 - b. Teacher is responsible for carrying out class decisions
 - c. Children who do not follow the rules will not go along on the next trip

III. Follow Up

- A. Panel Discussions
- B. Debate
- C. Chart Experiences
- D. Bulletin Boards
- E. Brainstorming
- F. Dioramas
- G. Puppets
- H. Role Playing
- I. Explorer's Innovative Reporting

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